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|  | **Year R** | **Year 1** | **Year 2** |
| Expectations | * Pupils recognise how they and others are feeling and can name these feelings. * They become aware of the views, needs and rights of other children and older people. * As members of a class and school community they learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. | * Pupils can recognise and name a range of emotions and with support can give reasons for why someone is feeling a certain way * Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. * They can express basic rules and skills for keeping themselves healthy and safe and for behaving well. * They discuss similarities and differences between themselves and others. * They learn and apply social skills, such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. | * Pupils can recognise and name a range of emotions and can give reasons for why someone is feeling a certain way * Pupils continue to explore themselves as developing individuals and as members of their communities, * They learn and discuss rules and skills for keeping themselves healthy and safe and for behaving well. * They have opportunities to show that they can take some responsibility for themselves and their environment. * They begin to take an active part in the life of their school and its neighbourhood. |
| Self-control  and Relationships | * Begin to speak about something that is special about them * Begin to understand that rules are important to keep us safe and happy * Show the feelings happy/sad/excited/scared through facial expressions * Begin to discuss ways to calm down when feeling upset and scared * Draw a picture of their ‘family’ and share what feelings they have when they are with their family | * Speak about things that make them special * Share how to make the class a good place to learn through rules * Identifies and shows a range of feelings – frustrated, hopeful, disappointed, proud, ashamed, guilty, curious, interested, bored, confused, worried, sure, nervous, anxious, calm, relaxed, shy, lonely, embarrassed and humiliated. * Explains how to calm down when feeling upset or scared * Talks about what a ‘family’ is and why being part of a family is a positive thing | * Speaks about things that make them special and how they can help others get better * Discusses the importance of rules and being responsible for their implementation * Identifies and shows a range of feelings in relation to different scenarios given * Explains how to calm down when feeling upset or cross * Share ideas on how to help people when they are upset * Understand that all families look different but offer the same feelings of love, security and stability * Discusses what families can do to help and support one another |
| Playing an active Role | * Speak in simple terms about what a ‘friend’ is * Speaks about how to solve problems with their friends * Knows when to ask help from others * Beginning to understand that there is a wider world around us outside of home and school | * Share what traits make a good friend * Share what to do when they fall out with a friend * Discuss the importance of asking for help and how to help others * Discusses ways that we can help keep our world clean and healthy | * Share why it is important to have good friends and how they can offer support * Understand that positive friendships are ones that are welcoming and open towards all * Knows and discusses what helps and harms our environment |
| Respect Similarities and  Differences | * Identifies similarities and difference in simple terms based on familiar people/characters * Speak in simple terms about how to solve problems without hurting others * Speak about what they are good at and in simple terms what they would like to get better at | * Identifies similarities and difference between themselves and their friends * Explain what ‘bullying’ mean (including cyber bulling) * Speak about what they should do if someone is unkind to them * Explain the term ‘respect’ and express in simple terms why this is important * Speak about what they are good at and can set new goals | * Knows that every person is different and differences should be respected * Understands and discusses how being unkind and hurting others doesn’t make them feel better * Explains what ‘bullying’ means and how it is different to ‘falling out’ * Understand how cyber bulling can occur who to go to if worried * Understands the importance of respecting others even when they are different from them. * Speak about what they are good at and can set new goals |
| Health | * Speaks about how they feel when they are poorly and that medicine can make them better * Knows how to control the spread of germs through handwashing and using tissues * Identifies what foods are healthy and unhealthy * Discusses in simple terms why eating healthy foods is important * Understands what ‘exercise’ means and why it is important * Demonstrate yoga poses and explain in simple terms why yoga is important for our bodies and minds | * Understands when they should use medicine and how * Understands what ‘hygiene’ means * Discusses how to protect themselves from germs * Understands the term ‘balanced diet’ * Names and sorts food into healthy/unhealthy * Discusses why eating healthy food is important * Understands that healthy eating and regular exercise contributes to a healthy lifestyle * Take part in regular yoga and mediation sessions and can share why these are important | * List key features found on a medicine bottle and discuss the importance * Sort foods into their food groups * Create menu for three meals using healthy food options * Understands the importance of healthy eating, exercise and hygiene to lead a healthy lifestyle * Understand the importance of building regular exercise into the daily and weekly routine. * Understand the risks associated with an inactive lifestyle * Demonstrate yoga and mindfulness techniques and share how these activities can help mental and physical health |
| Personal Safety | * Identifies people who help them stay safe * Speaks about how to keep themselves safe in relation to ‘Stranger Danger’ * Beginning to understand the concept of ‘privacy’ * Understand that their body belongs to them * Understand that they can ask for help for themselves if they are not feeling safe | * Identifies and sorts situations into safe/unsafe * Names people who can help us in a range of situations * Understand the concept of privacy and that it is not always right to keep secrets if they relate to being safe * Begin to understand that they must ask for and give permission in relation to physical contact with friends, peers and adults * Know who to go to if they do not feel right or they have worries * Sort safe/unsafe scenarios when crossing the road | * Identify what people they can go to to ask for help if they feel unsafe * Understands that keeping safe online is the same as in the real world and their privacy needs to be considered * Speak about how everyone has the right to their own privacy and personal space and this must be respected. * Understands why we cannot take too much medicine * Knows how to use medicine correctly * Knows when and when it is not sensible to take medicine/drugs * Know how to make a clear and efficient call to the emergency services if necessary |
| Moving on | * Share how to learn and how to get help if stuck | * Explains the term ‘responsible’ * Speaks about being responsible for helping others | * Understands the term ‘worry’ and can share their worries openly |