

| Learning Objective |
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| I can describe some ways to keep healthy and explain why it is important. |
| I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings. |
| I can say who loves and cares for me, what it means to be a family and that families are all different. |
| I can name different types of relationships, for example, family, friendship, online. |
| I can give some examples of rules in school or at home and say why they are important. |
| I can say some ways to care for the plants, animals and people around us and why this is important. |

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| Learning Objective |
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| I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline. |
| I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself. |
| I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. |
| I can say how I am the same and different to other people, and how to treat myself and other people with respect. |
| I can identify some similarities and differences between people in my school and community. |
| I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups. |

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| Learning Objective |
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| I can suggest ways to manage when finding something difficult. |
| I can identify external body parts, how people’s bodies and needs change as they grow from young to old. |
| I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help. |
| I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it. |
| I can state some rules for using the internet and devices safely, and recognise that not everything online is always true. |
| I can describe how wanting something is different from needing something. |

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| Learning Objective |
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| I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss. |
| I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun. |
| I can talk about things that matter to me, and say how to play and work with others. |
| I can say when it is important to ask for permission and how to ask for, give, or not give permission. |
| I can say what money is, where it comes from, and how it can be looked after, saved or spent. |
| I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs. |

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| Learning Objective |
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| I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this. |
| I can describe how to follow simple hygiene and dental health routines. |
| I can say what privacy means, and which body parts are private. |
| I can recognise when a secret should not be kept, but told to a trusted adult. |
| I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules. |
| I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment. |

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| Learning Objective |
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| I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help. |
| I can say how to get help in emergency situations and follow instructions to keep safe. |
| I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy. |
| I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries. |
| I can recognise that some people behave differently online and say some simple ways to keep online communication safe. |
| I can say who to tell if a relationship, or the actions of someone I don’t know, has made me feel uncomfortable, upset, or unsafe. |
| I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community. |
| I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination. |
| I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices. |

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| Learning Objective |
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| I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss |
| I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others. |
| I can explain the importance of balancing time online with other activities for physical and mental wellbeing. |
| I can explain how families are different and identify features of positive family life. |
| I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues. |
| I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex. |
| I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content. |
| I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences. |
| I can recognise how financial decisions can impact people’s emotions, including choices related to gambling. |

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| Learning Objective |
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| I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self-worth. |
| I can suggest ways to manage setbacks and unhelpful thinking. |
| I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these. |
| I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included. |
| I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed. |
| I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged. |
| I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals. |
| I can describe some of the pathways into a range of jobs, and recognise that peoples’ jobs can change over their lifetime. |
| I can recognise factors that might limit or support people’s career choices, including stereotypes related to different jobs, and be ambitious for my future. |

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| Learning Objective |
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| I can explain how babies are conceived and born as part of the human life cycle. |
| I can describe ways to prepare for and manage transitions positively between important stages in life or school. |
| I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices. |
| I can express and discuss my views on topical issues, and listen respectfully to others. |
| I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it. |
| I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent. |
| I can show respect for others and identify basic rights and responsibilities that promote inclusion. |
| I can identify different next steps, pathways and careers. |
| I can describe what it means to be ambitious and challenge career stereotypes. |

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| Learning Objective |
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| I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere. |
| I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these. |
| I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly. |
| I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries. |
| I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don’t know, and who to tell if concerned about any contact. |
| I can recognise when it is right to break a confidence or share a secret, and who to tell. |
| I can identify some skills and attributes that employers value. |
| I can reflect on personal strengths and identify areas to improve. |
| I can explain what budgeting is, why it is important and where to get help with financial decision-making. |

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| Learning Objective |
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| I can recognise signs that I or someone else may need help with their physical health or mental wellbeing. |
| I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk. |
| I can explain or demonstrate how to respond in emergency situations, including basic first aid skills. |
| I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful. |
| I can explain when, where and how to get help or support if worried about relationships of any sort. |
| I can identify different types of relationship and suggest ways to build and manage relationships. |
| I can identify potential risks and benefits of financial decisions and can suggest influences on financial decision making. |
| I can describe basic employment rights and responsibilities. |
| I can identify unique features associated with communicating online. |

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| Learning Objective |
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| I can identify transitional stages in life and suggest ways of managing them. |
| I can suggest ways to maintain a healthy self- concept. |
| I can suggest some ways to promote physical, sexual, mental and emotional health. |
| I can describe what conflict means and simple ways to reduce conflict. |
| I can distinguish between healthy/positive and unhealthy/negative relationships. |
| I can describe the role of a parent and list the options available if someone becomes pregnant. |
| I can suggest ways to benefit from positive online behaviours, manage online risks and critique digital media sources. |
| I can explain rights and responsibilities that promote inclusion for all, and the benefits of living in a diverse community. |
| I can explain how to make informed decisions about next steps and career choices. |

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| Learning Objective |
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| I can name and describe emotions, the features of mental wellbeing, and who to ask for help. |
| I can identify some safe and unsafe choices for health and wellbeing. |
| I can suggest some risks of substance misuse. |
| I can identify bullying or hurtful behaviour and suggest some strategies for responding to it, both on and offline. |
| I can describe my views and values on moral issues and listen to others’ views respectfully. |
| I can recognise peer pressure and suggest some ways to manage it. |
| I can explain how to be ambitious and enterprising and challenge career stereotypes. |
| I can demonstrate a range of skills and attributes for employability. |
| I can reflect effectively on personal strengths and areas for development, and take account of feedback, in order to improve. |

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| Learning Objective |
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| I can say what contraception is, give some examples and why their use should be discussed with a partner. |
| I can list some support and health services and describe when and how to get help. |
| I can recognise emergency situations, perform some basic first aid and can follow instructions to keep safe. |
| I can identify influences on relationship expectations. |
| I can state what is meant by consent in simple terms; explain everyone’s right to wait until they are ready to be intimate; and the responsibility the seeker of consent has to ensure consent is given. I can identify how to recognise, ask for, give, not give and withdraw consent. |
| I can recognise the feelings associated with changing relationships, loss and bereavement and know where to get support. |
| I can explain how to effectively budget and suitable sources of support and information around financial opportunities and risks. |
| I can explain the potential consequences of personal finance choices and suggest ways to manage influences on financial decisions. |
| I can describe a range of employment rights and responsibilities. |

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| Learning Objective |
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| I can identify how the media, social media and other influences might affect health choices and suggest how to manage this. |
| I can suggest ways to help others to make healthy choices and support their wellbeing. |
| I can manage transitions between important stages in life, including physical, emotional and practical changes. |
| I can describe how to show respect to others. |
| I can identify who I can speak to and where to find advice and support for relationships, sexual health, and pregnancy. |
| I can describe different types of relationship and explain how to develop and maintain healthy, positive relationships. |
| I can explain how online interactions are impacted by data, targeted advertising and personalisation. |
| I can explain ways to benefit from positive online behaviours, assess and manage online risks and evaluate digital media sources. |
| I can critically assess rights, responsibilities and strategies for promoting inclusion and celebrating diversity in the community. |

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| I can explain ways to maintain a healthy self-concept, and where relevant, promote self-confidence and self-esteem. |
| I can describe ways to promote physical, sexual, mental and emotional health. |
| I can describe complex emotions, the features of positive mental health, warning signs of mental ill-health and identify signs that help is needed. |
| I can explain common causes of conflict and conflict resolution strategies. |
| I can recognise and explain how to challenge unhealthy/negative relationship behaviours. |
| I can describe features of parenthood and explain the options available if someone becomes pregnant. |
| I can explain how to make informed career choices, and evaluate the appropriateness of different pathways leading to and from these choices. |
| I can demonstrate ambition, lead (or effectively participate in) enterprise projects and ensure career stereotypes are actively challenged. |
| I can confidently demonstrate, and explain the importance and relevance of, a range of employability skills in new and varied contexts. |

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| I can identify choices for health and wellbeing that are safe or unsafe/risky, and explain why. |
| I can explain the personal and social risks associated with substance misuse. |
| I can explain how different contraceptives work, factors that can affect their efficacy and how to negotiate use of contraceptives with a partner. |
| I can explain how to respond to unhealthy/negative relationship behaviours, including bullying, discrimination, abuse and online encounters. |
| I can justify my views and values on moral issues and effectively assess others’ arguments, including critique of online content. |
| I can explain strategies to manage peer influence and pressure. |
| I can analyse my strengths and areas for development with precision and insight, critically reflecting and acting appropriately to feedback. |
| I can demonstrate how to plan a short, medium and long term budget and assess a range of support with financial decisions. |
| I can confidently assess financial risk in relation to different choices and can assess and manage influences on financial decisions. |

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