

Aspect	Key stage 1 - Essential Skills	Lower key stage 2 - Essential Skills	Upper key stage 2 - Essential Skills	
Confidence and responsibility	End of Year 1 expectations Average age 6 years 6 months Take part in group play or conversations, recognising what they like/dislike. Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up.	End of Year 3 expectations Average age 8 years 6 months Make positive comments about themselves and others. Listen actively and show empathy. Recognise that all living things have needs and we share a responsibility to meet them.	End of Year 4 expectations Average age 9 years 6 months Identify positive ways to face new challenges, and applying knowledge creatively.	End of Year 6 expectations Average age 11 years 6 months Reflect on and evaluate their achievements and strengths in a range of ways, recognising their own worth. Take responsibility for a range of tasks, in a range of scenarios, with growing independence.
	Views and opinions Begin to give simple reasons for their own views/opinions.	Present their views and opinions with some explanation, beginning to formulate questions and data.	Convey own opinions and answers clearly, using evidence to persuade others.	Present in a variety of ways, opinions on a wider range of topics, selecting those that they value and explaining their views and conclusions through evidence and separating fact from opinion.
	Health and hygiene Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases.	Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.	Talk and write about their own opinions and how these are affected by their environment such as school uniform, seeing and respecting others' viewpoints.	Understand the changes involved in puberty and about human reproduction. State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term 'harmful' and how habits can affect health and lifestyle.
	Relationships and respect Explain different ways that family and friends should care for one another. Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable.	Identify different types of relationship (e.g. marriage or friendship) and show ways to maintain good relationships (e.g. listening, supporting, caring). Judge what kind of contact is acceptable and how to respond.	Recognise that their actions affect themselves and others. Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.	Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves. Explore how information is presented differently in the media and online.
	Personal safety Identify some hazards in the home, such as cleaning products and medicines. Describe ways of keeping safe in familiar situations. Talk about the difference between a relationship that is safe and people's bodies and feelings can be hurt.	Recognise some dangerous situations out of school grounds, such as crossing the road and dangerous situations that can be avoided. Explain how to respond to these situations.	Assess and manage risks associated with personal lifestyle and activity choices. Tying new ideas, facing challenges safely and recognising what is dangerous develop their understanding of safety, including the protection of personal details.	Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs). Understand there are different levels of risk, including when a secret should be shared.
	Emotional well-being Describe things that make them feel happy and things that make them feel sad.	Explain how they like to rest and relax, knowing that this contributes to their own well-being. Explain how they share the responsibility for keeping themselves and others safe. Communicate and respond to their own and others' feelings.	Describe strong emotions and identify ways of self-regulating them positively. Explain how things can be misinterpreted or misrepresented.	Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them. Respond appropriately to a wide range of feelings and emotions in themselves and others.
Collaboration Play and learn collaboratively in a small group. Explain how to work with others to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.	Work collaboratively towards shared goals. Explain how to work with others who are feeling bullied.	Explain the consequences of peer pressure and how to respond to it. Explain how to negotiate for a better position and consent to all about how to resolve conflict, using the strategies of compromise and negotiation.	Give quality, constructive feedback and support to others. Explain how to work with others who may want to bully another person and suggest ways to support them.	
Diversity Describe how they are the same as, or different to, a friend or family member. Show an awareness of how needs change as they grow from young to old.	Demonstrate sensitivity and understanding of people with different values, customs and cultures.	Explain the words 'culture', 'stereotype' and 'racism' and give examples of all. Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.	Describe how different types of rights need to be protected, supported and balanced.	
Citizenship Suggest how they could make a positive contribution to their class, school or community. Explain how they belong to various groups and how they can contribute to the development of class and group rules.	Explain what it means to be a good friend. Play and learn collaboratively with others to solve simple arguments through negotiation.	Use different types of evidence to explain how it can feel and why it can help with these issues.	Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion. Explain how they can make a positive contribution to society, now and in the future.	
Financial understanding Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.	Identify and describe characteristics that make a good citizen (identify how their local environment can be harmed and improved from young to old).	Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. Recognise the role of voluntary and community groups.	Talk about a range of jobs, and explain how they will develop skills to work in the future. Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'.	
Relationships and feelings Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.	Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.	List several ways of saving money, including those linked with banks and building societies. Discuss how to make money and show enterprise.	Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.	
Goals Talk about their gifts and talents. Identify a simple goal for themselves.	Manage feelings in a positive and effective way. Learn about loss, change and the feelings involved in those situations.	Describe why someone might start a relationship with another person.	Identify positive things about themselves and their achievements, seeing their mistakes, making amendments and setting personal goals. Develop self-organising and time management skills.	