

Aspect	Key stage 1 - Essential Skills	Lower key stage 2 - Essential Skills	Upper key stage 2 - Essential Skills
Confidence and responsibility	<p>End of Year 1 expectations Average age 6 years 6 months</p> <p>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.</p>	<p>End of Year 3 expectations Average age 8 years 6 months</p> <p>Present their views and opinions with some explanation, beginning to formulate questions and data.</p>	<p>End of Year 4 expectations Average age 9 years 6 months</p> <p>Convey own opinions and answers clearly, using evidence to back these claims, and to further their understanding or adapt their viewpoint.</p>
Views and opinions	<p>Begin to give simple reasons for their own views/opinions.</p>	<p>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.</p>	<p>Recognise that their actions affect themselves and others. Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.</p>
Health and hygiene	<p>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.</p>	<p>Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being. Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support.</p>	<p>Assess and manage risks associated with personal lifestyle and activity choices. Tying new ideas, facing challenges safely and recognising what is dangerous. Develop an understanding of consent, safety, including the protection of personal details.</p>
Relationships and respect	<p>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.</p>	<p>Explain how their actions have consequences for themselves and others. Identify people who look after them. Identify who to go to if they are worried and how to attract their attention.</p>	<p>Recognise that their actions affect themselves and others. Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.</p>
Personal safety	<p>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.</p>	<p>Recognise some dangerous situations out of school grounds, such as crossing the road and dangerous situations that can be avoided. They should not keep adults' secrets.</p>	<p>Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show reasons for carrying out a decision that they feel uncomfortable about or that they know is wrong.</p>
Emotional well-being	<p>Describe things that make them feel happy and things that make them feel sad.</p>	<p>Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking them through with others.</p>	<p>Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this, including the media.</p>
Collaboration	<p>Play and learn collaboratively in a small group. Explain how they can help others to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.</p>	<p>Work collaboratively towards shared goals. 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.</p>	<p>Explain the consequences of peer pressure and how they can resist it. Explain how they can engage for resolving persuasion and consent. Talk about how to resolve conflict, using the strategies of compromise and negotiation.</p>
Diversity	<p>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.</p>	<p>Demonstrate sensitivity and understanding of people with different values, customs and cultures.</p>	<p>Explain the words 'culture', 'stereotype' and 'racism' and give examples of all. Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.</p>
Citizenship	<p>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.</p>	<p>Explain the school rules and basic emergency procedures. Ask and answer questions, giving a view on a local (or world) issue.</p>	<p>Critically enquire about citizenship issues and give an opinion on them. Explain how rules and laws protect them and others in a variety of situations or changing rules. Explain what the word 'democracy' means, showing an awareness that there are local and national groups to support it.</p>
Financial understanding	<p>Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.</p>	<p>Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.</p>	<p>List several ways of saving money, including those linked with banks and building societies. Discuss how to make money and show enterprise.</p>
Relationships and feelings	<p>Use facial expressions to demonstrate some positive or negative qualities.</p>	<p>Manage feelings in a positive and effective way. Learn about loss, change and the feelings involved in those situations.</p>	<p>Describe why someone might start a relationship with another person.</p>
Goals	<p>Talk about their gifts and talents. Identify a simple goal for themselves.</p>	<p>Describe how 'family' can mean different things to different people.</p>	<p>Describe different types of care and love, extending their vocabulary and understanding of different emotions.</p>
		<p>Recognise things they are good at and identify simple goals. Respond to the need for positive affirmation for self and others.</p>	<p>Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals.</p>
		<p>Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.</p>	<p>Identify positive things about themselves and their achievements, seeing their mistakes, making plans and setting personal goals. Develop self-organising and time management skills.</p>
		<p>Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as Fair Trade. Explain how the individual's and communities'.</p>	<p>Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.</p>
		<p>Explain how they might make a positive contribution to society, 'matters', 'tax' and 'debt'.</p>	<p>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'.</p>
		<p>Describe how different types of rights need to be protected, supported and balanced.</p>	<p>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.</p>
		<p>Give quality, constructive feedback and support to their friends and others when working on different themes and issues. Explain how they want to bully another person and suggest ways to support them.</p>	<p>Describe how different types of rights need to be protected, supported and balanced.</p>
		<p>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.</p>	<p>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.</p>
		<p>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.</p>	<p>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.</p>
		<p>Present in a variety of ways, opinions on a wider range of topics, selecting both their views and conclusions through evidence and separating fact from opinion.</p>	<p>Present in a variety of ways, opinions on a wider range of topics, selecting both their views and conclusions through evidence and separating fact from opinion.</p>
		<p>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.</p>	<p>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.</p>
		<p>End of Year 5 expectations Average age 10 years 6 months</p>	<p>End of Year 6 expectations Average age 11 years 6 months</p>