



### Oracy and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Stem Sentences</b>            I like / don't like.....            My partners likes/doesn't like .....</p> <p>I think.....            I think it will.....            because.....            I think that.....            I think/don't think this because..</p> <p>My partner thinks.....            I feel that .....</p> <p>It is the same/different because.....            It is not the same because..            I like this because..</p> <p><i>First I felt....then I...            When I/we....I feel....</i></p>	<p><b>Stem Sentences</b>            I think.....            I think.....because.....            I like.....because....            I feel .....</p> <p>My partner thinks/ feels.....            I agree/ disagree because.....            It is right/wrong because..</p> <p>I think that is fair/unfair because .....</p> <p>I think that is right/wrong because .....</p> <p>I think that is kind/unkind because.....            .....is the same/different because .....</p> <p>My partner thinks...            Building on .....’s idea .....</p> <p>I would like to add .....</p>	<p><b>Stem Sentences</b>            I think.....because .....</p> <p>I prefer.....because.....            I feel ..... because            My partner thinks/ feels .....</p> <p>Linking to .....</p> <p>I agree/disagree because.....            They are the same/ different because..</p> <p>.....is the same/different because .....</p> <p>In my opinion..because..            My partner thinks...            We agree/disagree because..</p> <p>Building on .....’s idea .....</p> <p>I would like to add .....</p> <p>To summarize.....</p>	<p><b>Stem Sentences</b>            I agree/disagree because.....            I appreciate/understand.....’s opinion because....</p> <p>However I feel....because/as /due to...</p> <p>My opinion/view is... because/as/due to.....            I believe....because.....            What is your opinion.....How do you feel.....Why do you feel.....?</p>	<p><b>Stem Sentences</b>            I agree/I disagree because.....            I accept your opinion, however I believe...</p> <p>I appreciate ....’s opinion because..... Due to.....            However I think differently because.....</p> <p>Most reasonable people would agree that.....because....            What is your opinion on the issue of ..... (e.g. bullying?)            How would you feel in that situation?</p> <p>I understand that ..... but would argue that...</p> <p>An argument for/against is .....and .....</p> <p>..... and .....have the following points in common...            One similarity/difference between ..... and .....’s ideas are...</p>	<p><b>Stem Sentences</b>            Therefore / In my opinion / I believe            He/she considers...            It is my opinion that .....</p> <p>.....however others may/might believe.....            I have two main reasons for believing this. First... second...            Perhaps some people may argue that...            Furthermore they are both...            I have two main reasons for believing this. First... second...            Perhaps some people may argue that...            Furthermore they are both...            It appears/reminds me/seems to be...            My view is .....</p> <p>This is supported by the fact that...</p>	<p><b>Stem Sentences</b>            Consequently / Based on fact / Because of my beliefs.....            To hold the view / After consideration.....            After / On reflection, it is my understanding that.....            The facts lead me to the conclusion that.....            In some ways ..... and ..... are alike. For instance they both..</p> <p>Another feature they have in common/ they also differ...            My opinion is supported by the fact that...            Alternatively, have you considered...?</p>
<p><b>Vocabulary</b>            Sensations, feelings, special, rules, risk, danger, hazard, safety, healthy, same, different, unique, friend, fair, unfair, sad, kind, unkind, happy, angry, sorry, right, wrong, community, bullying, internet, online, family, vagina, penis.</p>	<p><b>Vocabulary</b>            Change, loss, emotions, celebrate, strengths, qualities, values, customs, respect, challenge, goals, hopes, dreams, afraid, excited, hobbies, choice, hygiene, improve, personal, communicate, opinion, rights, government, password.</p>	<p><b>Vocabulary</b>            Consequences, negative, positive, trust, jealous, lonely, anxious, uncomfortable, self-awareness, balanced, improvements, disease, prevend, spread, secrets, surprises, cooperative, negotiate, achievements, save, spend, protect, teasing.</p>	<p><b>Vocabulary</b>            Aspirations, influence, inform, benefit, drug, medicine, confidential, appropriate, inappropriate, conflict, consequences, discrimination, resolve, consent, laws, enforce, institution, puberty.</p>	<p><b>Vocabulary</b>            Intense, conflicting, separation, divorce, bereavement, responsibility, moral, cultural, ethical, fair trade, acquaintance, dispute, compromise, democratic, political, reproduction, menstration, sperm, testicles, breasts, ovaries.</p>	<p><b>Vocabulary</b>            Bacteria, virus, sustances, alcohol, drugs, illegal, legal, misleading, civil partnership, commitment, prejudice, stereotype, interest, loan, debt, tax, economic, anti-social, erections, conception, pregnancy.</p>	<p><b>Vocabulary</b>            Stigma, resilience, solvents, diversity, trolling, permission, clitoris, masturbate, contraception.</p>

## Mental Health and Emotional Wellbeing (Core theme: Health and Wellbeing)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I . . . ?</p> <p>Identify what I am good at. Talk about how I am feeling. <i>Use words that explain body sensations and feelings</i> <i>Practise and use strategies to manage feelings, accepting adult support, if necessary.</i> Ask for help when I need it. Recognise that some actions and words can hurt others' feelings. Take turns with my friends. <i>Say what makes me special, naming characteristics as well as skills.</i> <i>Say and share preferences, likes and dislikes</i></p>	<p>Can I . . . ?</p> <p>Talk about and name good and not so good feelings <i>and sensations.</i> Use words to <i>link and describe</i> my feelings <i>and sensations.</i> Recognise how change and loss can make me feel. Identify how different emotions look and feel in the body. Use different ways of managing different feelings <i>and sensations.</i> Ask for help when I need it. Talk about and celebrate my strengths and set simple but challenging goals. <i>Share hopes and dreams. Developing interests and hobbies.</i></p>	<p>Can I . . . ?</p> <p>Discuss and name good and not so good feelings. Use words to describe my feelings. Recognise that people may feel differently about the same situation <i>and can attempt to explain why.</i> Describe some ways of managing different feelings. Talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends). <i>Suggest ways to manage.</i> Discuss strategies to make and keep friends. Identify how to solve problems that might arise with friendships. <i>Describe myself positively demonstrating self-awareness of my qualities</i> <i>Make simple choices</i> <i>Persevere on a task or skill to improve my learning.</i> <i>Explain that my brain manages my feelings and emotions; sometimes I need strategies to help my brain so I can think and make the right choice.</i></p>	<p>Can I . . . ?</p> <p>Talk about the things which positively and negatively affects my mental and emotional health. Discuss ways to deal with 'put-downs' Talk about the positive ways to deal with set-backs. Reflect on and celebrate my achievements. Identify my strengths and areas for improvement. Set high aspirations and goals. <i>Demonstrate interest in learning new skills.</i></p>	<p>Can I . . . ?</p> <p>Deepen my understanding of good and not so good feelings. Explain the range and intensity of my feelings to others. Recognise that I may experience conflicting emotions and when I need to listen to or overcome these. Talk about change, loss, separation, divorce and bereavement. <i>Suggest why it is important to look after my mental wellbeing.</i> <i>Use an increasingly wider range of vocabulary to describe emotions, feelings and sensations.</i> <i>Make mistakes and understand that I will learn from them and build up my understanding.</i> <i>Suggest a variety of ways to help me manage feelings and emotions so that my brain can think clearly to help me learn or make right choices</i></p>	<p>Can I . . . ?</p> <p>Recognise feelings associated with loss, grief and bereavement. Discuss how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. Recognise how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. Reflect on and celebrate my achievements. Identify my strengths and areas for improvement. Set high aspirations and goals. <i>Stay focused on a challenging task or activity.</i> <i>Know and use a variety of strategies to support overwhelming feelings and emotions.</i> <i>Explain what is growth mindset and apply that in my learning</i></p>	<p>Can I . . . ?</p> <p>Discuss how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. Reflect on change (including transitions to a new school), loss, separation, divorce and bereavement. Identify strategies for keeping emotionally safe. Discuss the stigma and discrimination around mental health. Suggest ways to manage stress. <i>Recognise and value my own achievements and successes and confidently extend my skills and interests.</i> <i>Explain that when things are difficult that I know and use strategies to help me manage; that I believe in myself and have confidence to persevere to try out new skills and improve my learning.</i></p>

## Physical Health and Safety (Core theme: Health and Wellbeing)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...?</p> <p>Agree and follow rules for my group and classroom. Talk about how rules help me. <i>Understand the need for rules and that there are consequences to behaviour. Think and decide to make the "right choice", with support.</i> Recognise and name Safety Sue and Hazard Harry. <i>Am curious and interested in activities and experiences whilst knowing what feels safe.</i> Talk about hazards in each play space. Talk about what I need to do to keep myself safe in each play space. Talk about how to keep myself clean (including washing hands). Make healthy eating choices and prepare simple healthy foods with support. Talk about road safety. <i>Enjoy being physically active. Suggest solutions to a problem.</i></p>	<p>Can I...?</p> <p>show how to keep myself safe in the sun. Identify how to keep myself healthy, including healthy eating, physical activity, sleep and dental health. Talk about food which is associated with special times, in different cultures. Talk about what I like and dislike. Make informed choices that improve my physical health. Recognise that choices can have good and not so good consequences. Discuss the importance of and how to maintain my personal hygiene (wash hands, brush teeth, how to go to the toilet). Share rules for keeping safe, including responsible IT use, online safety and road safety. <i>Know what feels safe/unsafe and can share my worries.</i></p>	<p>Can I...?</p> <p>Talk about the importance of physical activity, sleep and rest, as well as healthy eating. Identify how some diseases can be spread and how they can be controlled. Recognise that I have responsibilities for my own and others' health. Talk about simple skills which can help to prevent diseases spreading. Talk about the household products, including medicines, which can be harmful if not used properly. Talk about why medicines are taken and the importance of taking the correct dosage. Discuss how to keep myself safe around medicines. Identify rules for and ways of keeping myself safe including safety in the environment (road, rail, water and fire safety).</p>	<p>Can I...?</p> <p>Make informed choices. Begin to understand the concept of a 'balanced lifestyle'. Make my own choices about food, understanding what might influence my choices and the benefits of eating a balanced diet. Differentiate between the terms 'risk', 'danger' and 'hazard'. Recognise, predict and assess risks in different situations and decide how to manage them responsibly. Give a definition for the word 'drug' and recognise that drugs (including medicines) can be harmful to people. Recognise the effects and risks of smoking and secondhand smoke. Identify the help available for people to remain smoke free or stop smoking.</p>	<p>Can I...?</p> <p>Recognise that my increasing independence brings increased responsibility to keep myself and others safe. Identify the school rules about health and safety. Perform basic emergency first aid procedures and demonstrate how to get help. Recognise the importance of getting enough sleep. Identify why people may eat or avoid certain foods (religious, moral, cultural, health reasons, ethical farming, fair trade and seasonality). Talk about the effects and risks of drinking alcohol. Talk about the different patterns of behaviour that are related to drug use. <i>Apply rules in different settings eg socially, games and sport and can suggest why.</i></p>	<p>Can I...?</p> <p>Discuss that bacteria and viruses can affect health. Talk about simple routines that I can follow to reduce their spread. Identify which commonly available substances and drugs (including alcohol, tobacco and energy drinks) can damage my future health and safety. Identify which drugs are illegal and legal. Recognise that messages given on food adverts can be misleading. Recognise the problems that can occur when someone goes missing from home.</p>	<p>Can I...?</p> <p>Predict and assess risks in different situations and decide how to manage them responsibly. Use knowledge of these risks to build resilience. Recognise that my increasing independence brings increased responsibility to keep myself and others safe. Discuss strategies for keeping safe in the environment (including rail, water and fire safety). Talk about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. Recognise the people who are responsible for helping me to stay healthy and safe and how I can help these people to do that. Talk about the consequences of anti-social behaviour.</p>

## Feelings and Relationships with Others (Core theme: Relationships)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I...?</p> <p>Recognise and name Bother and Best. Talk about what is bothering me. Talk about how I could do things differently next time. Begin to solve my own problems. Talk about the things that I like to do with my friends. Recognise that some children do not enjoy the same things as me. Show how I can be a good friend. Talk about different behaviours and recognise that some behaviours are unacceptable.</p>	<p>Can I...?</p> <p>Communicate my feelings to others. Talk about how others show feelings. Identify that my behaviour can affect other people <i>and suggest ways to resolve problems.</i> Say what is fair and unfair, kind and unkind, what is right and wrong. Share my opinion on things that matter to me. Explain my views through discussions with another person and the whole class.</p>	<p>Can I...?</p> <p>Identify the difference between secrets and nice surprises (that everyone will find out about eventually) and understand not to keep adults' secrets (that could make them feel uncomfortable, anxious or afraid). Listen to other people and play/work cooperatively. Negotiate with others to solve a problem. Offer constructive support and feedback to others. Identify and respect the differences and similarities between people. <i>Be sensitive to other people's</i></p>	<p>Can I...?</p> <p>Identify what makes a positive, healthy relationship. Develop the skills to form and maintain positive and healthy relationships. Recognise ways in which a relationship can be unhealthy and know who to talk to if I need support. Recognise that my actions affect myself and others <i>and can suggest changes.</i> Recognise when I should or should not keep something confidential or secret and when it is right to 'break a confidence' or share a 'secret'. <i>Engage positively with others</i></p>	<p>Can I...?</p> <p>Discuss ways in which a relationship can be unhealthy and know who to talk to if they need support. Recognise different types of relationship, including those between acquaintances, friends, relatives and families. Judge the types of physical contact which is acceptable and unacceptable and how to respond. Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. Give rich and constructive feedback and support to</p>	<p>Can I...?</p> <p>Recognise that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together. Recognise that marriage is a commitment freely entered into by two people, that no one should marry if they do not want to or are not making this decision freely for themselves. Recognise that two people who love each other can be in a committed relationship and not be married or in a civil</p>	<p>Can I...?</p> <p>Recognise that differences and similarities between people arise from a number of factors (including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability). Realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language and trolling). Discuss discrimination, teasing and bullying and identify where I can seek support.</p>

<p><i>Share and take turns. Play imaginatively with others eg role play, shared games</i></p>		<p><i>feelings Develop special friendships with one or more of my peers. Participate and contribute well in group activities. Demonstrate self-awareness by apologizing sincerely if I have done wrong, without dysregulation.</i></p>	<p><i>from different groups eg gender, ethnic, age Be respectful when people hold different opinions to me. Support peers to resolve differences by working out what is the problem and staying calm/asking for help.</i></p>	<p>benefit others as well as myself. <i>Describe others positively demonstrating sensitivity to differences. Share my opinion.</i></p>	<p>partnership. <i>Agree and adhere to a majority decision. Participate in a debate where I can express my viewpoint whilst listening respectfully to others. Adapt by changing plans or goals Join interest groups where I will meet and develop friendships and relationships from a wider community.</i></p>	<p>Explore positive and negative ways of communicating in a relationship. Describe when it is appropriate to share personal/private information in a relationship. Explain where to get support if an online relationship goes wrong. <i>State the advantages and disadvantages of a particular situation or decision.</i></p>
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<b>Sex and Relationships (Core theme: Relationships)</b>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I . . . ? Talk about the similarities and differences between me and my friends (e.g. hair type, eye colour). Label parts of the body (including penis and vagina). Name body parts and know which parts should be private. Say and understand the PANTS rule.</p>	<p>Can I . . . ? Recognise that we are all different but can still be friends. Recognise that we can be friends with people who are different to us. Discuss how children grow and change. Recognise that babies need care and support and that older children can do more for themselves. Recognise that there are different types of families and who to ask for help. Identify who can help when families make us feel unhappy or unsafe. Recognise the difference between appropriate and inappropriate touch. Understand that I have the right to say “no” to unwanted touch.</p>	<p>Can I . . . ? Talk about gender stereotypes. Discuss some of the biological differences between male and female children. Talk about the differences between male and female animals and their role in the life cycle. Understand that making a new life needs a male and female. Name male and female body parts. Recognise the importance of and how to keep my body clean. Talk about different types of family and how their home-life is special (including single parents, LGBT parents, grandparents, adoptive parents and foster carers). Recall the PANTS rule. Explain that I have the right to say “no” to unwanted touch.</p>	<p>Can I . . . ? Talk about how I and others are unique. Explore the differences between male and female bodies. Respect the body differences between me and others. Name male and female body parts using agreed words. Discuss appropriate and inappropriate physical contact and consent. Tell someone that each body part belongs to me. Understand personal space and unwanted touch. Understand that all families are different and have different family members. Identify who to go to for help and support.</p>	<p>Can I . . . ? Explain the human life cycle. Identify some basic facts and changes that happen during puberty. Identify the physical (and emotional) changes that happen during puberty (discuss menstruation and wet dreams). Talk about how to manage physical hygiene during puberty. Recognise that I will change into an adult and be able to reproduce if I choose to. Discuss the importance of respect in relationships. Identify the characteristics of healthy relationships. Understand how friendships can make us feel unhappy or uncomfortable. Answer questions about puberty with developing confidence. Seek support and advice when I need it.</p>	<p>Can I . . . ? Explore the physical and emotional changes associated with puberty. Ask questions about puberty with confidence. Understand male and female puberty changes in more detail. Recognise how puberty affects the reproductive organs. Describe what happens during menstration and sperm production. Explore the impact of puberty on the body and the importance of physical hygiene. Explain how to stay clean during puberty. Describe how emotions/relationships change during puberty. Identify how to get help and support during puberty.</p>	<p>Can I . . . ? Identify and describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. Talk about human reproduction in the context of the human lifecycle. Explain some differences between a healthy and unhealthy relationship. Explain how communication and permission seeking are important in relationships. Consider different attitudes and values around gender stereotyping and sexuality and their origin and impact. Describe the decisions that have to be made before starting a family. Explain how a baby is made and grows (conception and pregnancy). Understand the roles and responsibilities of carers and parents. Answer questions about puberty with confidence. Seek support and advice when I need it.</p>

## Citizenship (Core theme: Living in the Wider World)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I . . . ? Talk about what is fair and unfair.</p> <p>Can I vote for things in class. (e.g. special helper, RWI star)</p> <p>Can I do a job at home to raise money for a charity.</p> <p>Recognise who is in the royal family.</p>	<p>Can I . . . ?</p> <p>Understand that people and other living things have rights and that everyone has responsibilities to protect these rights (including protecting other people's bodies and feelings, being able to take turns, share and understand the need to return the things that have been borrowed).</p> <p>Talk about the ways in which I am unique (understand that there has never been and will never be another 'me').</p> <p>Say what the government is.</p>	<p>Can I . . . ?</p> <p>Recognise that money comes from different sources and can be used for different purposes. Talk about how money can be spent or saved.</p> <p>Recognise the role that money plays in my life and know ways to keep it safe.</p>	<p>Can I . . . ?</p> <p>Understand why and how rules/laws are made and enforced.</p> <p>Discuss why different rules are needed in different situations. Recognise that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>Talk about the things which can influence people's choices about spending and saving money.</p> <p>Identify ways in which people can keep track of their money. Begin to understand the world of work.</p> <p>Take part in a debate about a current big issue.</p>	<p>Can I . . . ?</p> <p>Understand why and how rules/laws are made and enforced.</p> <p>Discuss why different rules are needed in different situations and recognise how to take part in making and changing rules. Explain that there are basic human rights and that children have their own special rights set out.</p> <p>Talk about Britain as a democratic society.</p> <p>Find out about the local council.</p> <p>Talk about the British legal system.</p> <p>Participate in a role play court of law.</p> <p>Recall the story of one British famous woman from history.</p>	<p>Can I . . . ?</p> <p>Describe the role money plays in my life as well as others. Demonstrate how to manage my money and be a critical consumer.</p> <p>Develop an initial understanding of 'interest', 'loan', 'debt' and 'tax'</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals and communities across the world. Recall some of the roles in our political system.</p>	<p>Can I . . . ?</p> <p>Discuss what is meant by enterprise and begin to develop enterprise skills. Participate in pupil surveys and analyse results.</p> <p>Identify rights &amp; responsibilities of a British Citizen and a member of the school.</p> <p>Recognise why we have free speech.</p> <p>Deliver a speech for 2 minutes on something that I completely believe in.</p> <p>Compare the roles in national and local government.</p>

## Community (Core theme: Living in the Wider World)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I . . . ?</p> <p>Talk about my family customs and routines.</p> <p>Talk about being part of a class.</p> <p>Find out about the people who help me in the community? (school nurse, emergency services, dentist).</p> <p>Take care of my school outdoor area.</p>	<p>Can I . . . ?</p> <p>Recognise that I belong to different groups and communities (such as family, school, clubs, etc).</p> <p>Discuss what improves and harms my local environment. Develop strategies and skills to care for these.</p>	<p>Can I . . . ?</p> <p>Recognise ways in which I am the same as other people (what I have in common with everyone else).</p> <p>Talk about the special people who work in my community and are responsible for protecting me.</p> <p>Describe how I contact these people if I need help (including 999).</p>	<p>Can I . . . ?</p> <p>Describe what being part of a community means and how institutions support communities locally and nationally.</p> <p>Consider the lives of people living in other places and those with different values and customs.</p>	<p>Can I . . . ?</p> <p>Describe what being part of a community means and how institutions support communities locally and nationally.</p> <p>Discuss the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. Develop strategies for getting support for myself or others at risk.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>Can I . . . ?</p> <p>Discuss the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. Develop strategies for getting support for myself or others at risk.</p> <p>Explain my responsibilities, rights and duties at home, in school, in the community and towards the environment.</p>	<p>Can I . . . ?</p> <p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>Explore and critique how the media present information. Talk about homelessness and the affects it can have on them and others.</p>

## Anti-bullying (Core theme: Relationships)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I . . . ?</p> <p>Talk about what is right and wrong.</p> <p>Say what bullying is (focus on physical and verbal).</p> <p>Say no to bullying.</p> <p>Tell an adult if I see someone being unkind.</p> <p>Learn about stereotypes about girls and boys' toys and clothes and recognise that it is okay to play with and dress up in whatever I want and others can too.</p>	<p>Can I . . . ?</p> <p>Describe examples of bullying (focus on physical and verbal) and to recognise that it is wrong.</p> <p>Understand that people's bodies and feelings can be hurt.</p> <p>Recognise what makes me feel comfortable and uncomfortable.</p> <p>Recognise when people are being unkind to me or others, how to respond, who to tell and what to say.</p> <p>Recognise the importance of 'speaking out'.</p>	<p>Can I . . . ?</p> <p>Recognise different types of teasing and bullying (focus on physical, verbal and cyber) and to understand that these are wrong and unacceptable.</p> <p>Recognise that there are often prejudicial reasons for bullying - focus on age, gender, disability, ethnicity and race)</p> <p>Make a kindness pledge.</p> <p>Identify strategies to resist teasing or bullying, if I see it or experience it.</p> <p>Recognise who I go to to get help.</p> <p>Identify why it is necessary to speak out.</p>	<p>Can I . . . ?</p> <p>Recognise bullying and abuse in different forms (in person, on line and through social media - focus on gender, age, special needs, disability, race, ethnicity and religion)</p> <p>Recognise that social/relational bullying is often carried out behind the person's back and intended to harm their reputation.</p> <p>Suggest ways to prevent bullying.</p> <p>Identify ways in which I can get help.</p> <p>Participate in an act of kindness project.</p>	<p>Can I . . . ?</p> <p>Recognise bullying and abuse in all its forms (focus on special needs, disability, race, ethnicity, religion and sexual orientation)</p> <p>Recognise what homophobic bullying is.</p> <p>Discuss the consequences of bullying.</p> <p>Discuss reasons for why people bully others.</p> <p>Discuss different scenarios of bullying and make suggestions.</p> <p>Identify ways in which I can seek support.</p>	<p>Can I . . . ?</p> <p>Recognise bullying and abuse in all its forms (focus on social media)</p> <p>Identify how social/relational bullying is often carried out behind the person's back and intended to harm their reputation.</p> <p>Talk about examples of social/relational bullying and the affect it can have.</p> <p>Support younger children in the school to say no to bullying.</p> <p>Recognise and manage 'dares'.</p> <p>Talk about how I would respond and get help.</p>	<p>Can I . . . ?</p> <p>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language and trolling).</p> <p>Identify examples of sexual bullying (including sexual name calling (e.g. slut), crude comments, vulgar gestures, uninvited touching and sexting).</p> <p>Recognise what transphobic bullying is and its affect on others.</p> <p>Recognise and manage 'dares'.</p> <p>Identify about how I would respond and get help.</p>

## E-Safety (Core theme: Living in the Wider World)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can I . . . ?</p> <p>Ask an adult when I want to use the Internet.</p> <p>Tell an adult when something worrying or unexpected happens while I am using the internet.</p> <p>Be kind and share with my friends while using the internet.</p> <p>Talk about the amount of time I spend using a computer / tablet /game device.</p> <p>Be careful with technology devices.</p>	<p>Can I . . . ?</p> <p>Recognise that I need to follow certain rules to keep myself safe on the internet.</p> <p>Keep my password private.</p> <p>Explain what personal information is.</p> <p>Tell an adult when I see something unexpected or worrying online.</p> <p>Talk about why it's important to be kind and polite.</p> <p>Recognise an age appropriate website.</p> <p>Agree and follow sensible e-Safety rules.</p>	<p>Can I . . . ?</p> <p>Explain why I need to keep my password and personal information private.</p> <p>Describe the things that happen online that I must tell an adult about.</p> <p>Talk about why I should go online for a short amount of time.</p> <p>Talk about why it is important to be kind and polite online and in real life.</p> <p>Understand that not everyone is who they say they are on the Internet.</p>	<p>Can I . . . ?</p> <p>Talk about what makes a secure password and why they are important.</p> <p>Protect my personal information when I do different things online.</p> <p>Use the safety features of websites as well as reporting concerns to an adult.</p> <p>Recognise websites and games appropriate for my age.</p> <p>Make good choices about how long I spend online.</p> <p>Ask an adult before downloading files and games from the Internet.</p> <p>Post positive comments online.</p>	<p>Can I . . . ?</p> <p>Choose a secure password when I am using a website.</p> <p>Talk about the ways I can protect myself and my friends from harm online.</p> <p>Use the safety features of websites as well as reporting concerns to an adult.</p> <p>Know that anything I post online can be seen by others.</p> <p>Choose websites and games that are appropriate for my age.</p> <p>Help my friends make good choices about the time they spend online.</p> <p>Talk about why I need to ask a trusted adult before downloading files and games from the Internet.</p> <p>Comment positively and respectfully online.</p>	<p>Can I . . . ?</p> <p>Protect my password and other personal information.</p> <p>Explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.</p> <p>Know that anything I post online can be seen, used and may affect others.</p> <p>Talk about the dangers of spending too long online or playing a game.</p> <p>Explain the importance of communicating kindly and respectfully.</p> <p>Discuss the importance of choosing an age-appropriate website or game.</p> <p>Explain why I need to protect my computer or device from harm.</p> <p>Know which resources on the Internet I can download and</p>	<p>Can I . . . ?</p> <p>Protect my password and other personal information.</p> <p>Explain the consequences of sharing too much about myself online.</p> <p>Support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</p> <p>Explain the consequences of spending too much time online or on a game.</p> <p>Explain the consequences to myself and others of not communicating kindly and respectfully.</p> <p>Protect my computer or device from harm on the Internet.</p>

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