

I have the right to be different and to be me				
	NURSERY	RECEPTION	YEAR 1	YEAR 2
SELF & OTHERS	<ul style="list-style-type: none"> Be able to identify what they do and don't like doing 	<ul style="list-style-type: none"> Think about what is important to them in making choices Know what matters to them Be able to identify why they are special Be proud of who they are and understand that difference does not mean better or worse 	<ul style="list-style-type: none"> Recognise their uniqueness, feel good about themselves and be proud of their achievements Express positive qualities about themselves Know that people have things in common but that every individual is unique 	<ul style="list-style-type: none"> Recognise worth in others and say why someone is special to them Begin to accept everyone as an individual Appreciate the worth of being different
STEREOTYPES	<ul style="list-style-type: none"> Persevere and overcome difficulties Know that there are similarities and differences between people; gender, appearance, abilities, families, cultural backgrounds etc Understand that boys and girls can both do the same tasks and enjoy the same things but that stories and television sometimes say boys do this and girls do that 	<ul style="list-style-type: none"> Know that there are similarities and differences between people; gender, appearance, abilities, families, cultural backgrounds etc Understand that boys and girls can both do the same tasks and enjoy the same things but that stories and television sometimes say boys do this and girls do that 	<ul style="list-style-type: none"> To consider other differences between girls and boys and where these stereotypes come from 	<ul style="list-style-type: none"> Think about the idea that advertising and the media may influence people Begin to question whether children have to conform to gender stereotypes
SEX EDUCATION	<ul style="list-style-type: none"> Understand that all babies, human and animal, have mothers and fathers 	<ul style="list-style-type: none"> Know that they have rights over their own bodies Understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults 	<ul style="list-style-type: none"> Be proud of their body, enjoy what it can do and treat it with respect Be able to recall the physical differences between boys and girls 	<ul style="list-style-type: none"> Understand the differences between male and female and learn the agreed names of the sexual parts

I have the right to have a voice and to be heard			
NURSERY	RECEPTION	YEAR 1	YEAR 2
<ul style="list-style-type: none"> • Know what it means to be a good listener • Want to communicate with others • Know that it is alright to make mistakes • Ask for help from adults • Be aware of their right to decide • Be able to take part in a discussion about things that matter to me 	<ul style="list-style-type: none"> • Know how to speak confidently • Be willing to reflect on their actions and their consequences • Know what appropriate action is • Value their own opinion • Say 'no' when subject to pressure/something feels wrong • Be willing to make a difference • Understand that they have opinions 	<ul style="list-style-type: none"> • Be keen to participate and want to make a difference for the better • Know some things that they agree and disagree with • Be able to agree and disagree with others • Be able to disagree without getting upset • Be willing to consider different viewpoints • Know that different people can have different opinions 	<ul style="list-style-type: none"> • Know how to ask open and closed questions • Know how to take part in a discussion • Be able to express a viewpoint/opinion • Understand the importance of being able to agree or disagree graciously • Be able to reach a conclusion based on factual evidence • Believe that opinions should be based on evidence • Understand the difference between fact and opinion

I have the right to play and to have fun			
NURSERY	RECEPTION	YEAR 1	YEAR 2
<ul style="list-style-type: none"> • Begin to understand what is fair and unfair • Believe in fairness to all 	<ul style="list-style-type: none"> • Understand that there is a difference between accidental and purposeful hurting • Know what fairness towards other people looks like • Know how to behave in different situations • Consider the value of being a friend and having friends • Cooperate with others in work and play, share, take turns • Be able to take turns and work in a group 	<ul style="list-style-type: none"> • Understand how to be a friend that friendships can change • Know some of the things which can cause different emotions • Respect others needs, feelings and opinions • Know when to keep a secret and when to tell • Know some of the things they can do when something is unfair • Know what bullying is and what to do if they experience or see bullying • Think about why bullying is unacceptable • Be able to treat people fairly • Be able to make and retain friendships • Recognise and name feelings, included those associated with change, e.g. new family member 	<ul style="list-style-type: none"> • Think about what trust and reliability mean • Be willing to take appropriate action if something is unfair • To understand how their feelings and actions have an impact on other people • To understand that there are different ways of expressing love • To know that everybody in the world has feelings • Begin to manage feelings positively and effectively • Recognise when something is unfair and take appropriate action • Has some responsibility for self and others in and out of school • Make new friends; cope with losing friends

I have the right to be safe and healthy				
	NURSERY	RECEPTION	YEAR 1	YEAR 2
Emotional intelligence	<ul style="list-style-type: none"> Care about keeping themselves and others safe Know what they are good at 	<ul style="list-style-type: none"> Think about why they need to take care and be safe in what they do Understand some of the consequences of the choices they make Understand that there is a difference between accidental and purposeful hurting Want to make the correct choice and do what is right 	<ul style="list-style-type: none"> Know what's important to you in making choices Know when to keep a secret and when to tell Say 'no' when subjected to pressure/something that feels wrong Recognise potential risks to safety of self and others from people, situations and the environment Think about why they need to take care and be safe in what they do 	<ul style="list-style-type: none"> Recognise and make informed choices based on right and wrong/good and bad
Body intelligence	<ul style="list-style-type: none"> Be able to recognise the difference between feeling well or unwell Apply simple safety and hygiene procedures to every day routines 	<ul style="list-style-type: none"> Know what keeps them healthy Know what role physical activity plays in keeping healthy Be able to make simple choices that affect healthy and well being Know that sleep and rest are needed to keep the body healthy 	<ul style="list-style-type: none"> Know that there are factors that keep me healthy 	<ul style="list-style-type: none"> Know that they have rights over their bodies
Food intelligence	<ul style="list-style-type: none"> Make simple choices about food and physical activity 	<ul style="list-style-type: none"> Know that food gives the body the energy it needs to function Use knowledge to create healthy eating plans 	<ul style="list-style-type: none"> Understand that nutritional needs change at different times Think about why it is important to know what they are eating Begin to make use of simple information about healthy eating 	<ul style="list-style-type: none"> Know that different people may need to avoid or eat certain foods Think about how food practices and preferences are influenced by factors such as food source, finance, culture and religion

<p>Safety intelligence</p>	<ul style="list-style-type: none"> Follow simple safety rules and instructions 	<ul style="list-style-type: none"> Know basic road safety Know the people who look after them and their different roles and responsibilities Know places that are safe, where to get help and the people in their community who can help them, eg police, fire officers, ambulance service 	<ul style="list-style-type: none"> Know the rules for keeping safe at home and at school e.g. roads, fire, water, stranger danger, knives 	<ul style="list-style-type: none"> Be able to use simple online safety procedures
<p>Fire safety intelligence</p>	<ul style="list-style-type: none"> Know simple procedures related to safety 	<ul style="list-style-type: none"> Know the risks of fire Know the purpose and functions of smoke alarms 	<ul style="list-style-type: none"> Be able to identify the appropriate action to take in case of fire Be able to use appropriate fire safety procedures: "stop, drop and roll" "get out stay out" 	<ul style="list-style-type: none"> Know how to prevent becoming a victim of fire
<p>Medical intelligence</p>	<ul style="list-style-type: none"> Know the safety rules for using medicine 	<ul style="list-style-type: none"> Consider who decides you are unwell Know what medicines are 	<ul style="list-style-type: none"> Know where people get medicine from Care about keeping themselves and others safe Know school rules in relation to medicines To consider the choices we have when using medicines Understand how medicines help some people to maintain health 	<ul style="list-style-type: none"> Know that all medicines are drugs but that not all drugs are medicines Know that there are alternative choices to taking medicines Know that some people need drugs to live a normal life and that some drugs can prevent the development of diseases i.e. immunisation

I have the right to learn			
NURSERY	RECEPTION	YEAR 1	YEAR 2
<ul style="list-style-type: none"> • Consider that it may not be possible to have what you want immediately • Persevere and overcome difficulties • Begin to know about a range of jobs that people do • Know that boys and girls can have the same choices in learning and work • Know that it is alright to make mistakes • Know the people who look after them and their different roles and responsibilities • Try new ways of doing things • Begin to think creatively and put ideas into action • Perform simple tasks independently • Work together as a group or class on a project • Respond with increasing confidence to new people and situations 	<ul style="list-style-type: none"> • Want to do well and make the most of opportunities and talents • Consider why it is important to be able to learn • Know what they are good at • Know that we have to pay for what we buy • Begin to recognise and challenge learning and work stereotypes • Develop ability to organise and present ideas with others • Be able to set simple targets and work to achieve them • Set simple tasks for themselves 	<ul style="list-style-type: none"> • Think about money and how it can be spent other than on themselves • Know about the processes of turning ideas into products or projects • Know that people work for different reasons and in different places • Know what giving money to charity means • Know that there are lots of different skills that people use when they work • Work with others to take responsibility for developing ideas and carrying out plans • Recognise that some people have fewer opportunities than others • Begin to understand the consequences of losing money or having it stolen 	<ul style="list-style-type: none"> • Consider that money is a resource and needs to be managed • Consider why it is important to work • Know that the opportunities that people have are not always equal to those of others • Know we can pay in a range of ways • Know the choices open to them e.g. in spending and saving • Understand that when cash is not being used money is still being paid • Know different ways that money can be looked after • Choose a way to pay and consider the choice made • Be able to keep simple financial records

I have a right to be part of Our World			
NURSERY	RECEPTION	YEAR 1	YEAR 2
<ul style="list-style-type: none"> • Find similarities and differences between people • Be able to look after their environment and the living creatures and plants in it • Be able to tell when they love or care for someone • Know the people who are important to them • Identify the features of their local community • Find similarities between their community and others (locally, nationally, internationally and globally) • Know and understand why families are special for caring and sharing • Understand that if someone leaves they might still love them • Value the lives of living creatures and plants • Be able to identify the features of their locality • Be curious about the world • Know that all people and places around the world have similarities 	<ul style="list-style-type: none"> • Appreciate their environment: classroom school grounds, local area • Know some of the things they can do to look after the environment • Know what the needs of living creatures and plants are • Know the world immediately around them including local services e.g. library, leisure centre, museum etc • Know that they belong to many different groups at the same time • Know that relationships are a two way thing • Be able to tell when they feel cared for • Know that different types of family have common features and functions • Value the ways in which their family is special • Consider that all families are different • Look for similarities before differences • Appreciate different groups within the community • Value their locality and want to learn more about it • Know some of the ways in which people and places are different 	<ul style="list-style-type: none"> • Know some things that harm or improve the environment • Observe surroundings and suggest how they might help to improve them • Know that some choices we make can harm the environment • Identify different groups within the community • Value diversity within different groups and communities • Treat people from different communities fairly • Know that different groups have similarities • Know that every person in the world has similarities and difference • Make links between their life and the lives of others (locally, nationally, internationally and globally) • Understand why family members have different needs • Know where my locality is within the UK and the wider world • Feel empathy towards others • Be able to identify their locality • 	<ul style="list-style-type: none"> • Be able to work as a group on an environmental issue • Demonstrate how to reduce, reuse and recycle resources • Recognise the impact their actions can have on their environment • Value natural resources and be committed to using natural resources responsibly • Understand that some choices we make can help look after and improve the environment • Know the specific features of their community and understand their importance • Show some responsibility for self and others in and out of school • Know what fairness between different communities looks like • Be willing to make a difference • Know that there are similarities and differences between people: gender, appearance, abilities, families, cultural background • Believe that there are connections between all people, and that people are different but equal • Know that we use many things that come from different places • Be able to identify things that come where they and live and things that do not