

Skill		EYFS	Year 1	Year 2
Physical Health and well-being	Identify, recognise and communicate feelings.	<ul style="list-style-type: none"> <li>Express their feelings and begin to regulate their behaviour accordingly.</li> <li>Consider the feelings of others.</li> <li>Listen to a story and think about the feelings of the characters.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Recognise when they are not making the right choice.</li> <li>Be able to control their immediate impulses when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of feelings and how feelings might make us behave.</li> <li>Recognise how others might be feeling by reading body language/facial expressions</li> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Recognise emotions and physical feelings associated with feeling unsafe.</li> <li>Recognise the range of feelings that are associated with loss</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings.</li> <li>Use a range of words to describe feelings;</li> <li>Recognise that people have different ways of expressing their feelings;</li> <li>Recognise and describe acts of kindness and unkindness.</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> <li>Recognise and explain the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul>
	Recognise the importance of healthy foods, sleep, medicine and hygiene to establish a healthy lifestyle.	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian).</li> <li>Understand why they need fruit and veg (including the five a day rule).</li> <li>Understand the need for sleep.</li> <li>Manage own hygiene by being increasingly independent in meeting their own care needs e.g. using the toilet, washing and drying their hands thoroughly</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of fruit and vegetables in their daily diet.</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy (including eating at least five portions of vegetables and fruit a day).</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> <li>Understand that medicines can sometimes make people feel better when they're ill.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>



Relationships		<ul style="list-style-type: none"> <li>• Understand when to wash their hands and why.</li> <li>• Talk about why they brush their teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Understand how diseases can spread.</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> <li>• Recognise the importance of regular hygiene routines;</li> <li>• Sequence personal hygiene routines into a logical order.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how germs can be spread;</li> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> <li>• Describe simple hygiene routines such as hand washing;</li> <li>• Explain the importance of good dental hygiene and describe simple dental hygiene routines.</li> </ul>
	<b>Identify and name body parts.</b>	<ul style="list-style-type: none"> <li>• Name external parts of the body (body, legs, arms, hands, fingers, toes, head, ears, eyes, nose, mouth).</li> <li>• Talk about and identify which parts of the body have grown since they were a baby (body, legs, arms, head, fingers, toes, teeth- losing baby teeth).</li> <li>• Explain differences between, babies, children and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain).</li> <li>• Identify parts of the body that are private and describe ways in which private parts can be kept private (including who they can talk to).</li> </ul>	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Identify which parts of our body are private and explain why they should be kept private.</li> <li>• Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul>
	<b>Identify the key features of relationships.</b>	<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Build constructive and respectful relationships</li> <li>• Have regular friends that are good for them.</li> <li>• Listen to adults and friends.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' need.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple qualities of friendship;</li> <li>• Identify some of the people who are special to them;</li> <li>• Recognise and name some of the qualities that make a person special to them.</li> <li>• Start thinking about who they trust and who they can ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify special people in the school and community who can keep them safe.</li> <li>• Identify some of the ways that good friends care for each other.</li> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> </ul>



	<b>Problem solve by recognising and suggesting strategies.</b>	<ul style="list-style-type: none"> <li>• Talk and solve challenges with simple solutions within the circle time.</li> <li>• Generally, negotiate solutions to conflicts in their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ways of dealing with different kinds of hurt and suggest ways for making up</li> <li>• Recognise and explain what is fair and unfair, kind and unkind.</li> <li>• Suggest simple strategies for resolving conflict situations.</li> <li>• Identify people who can help them when they feel unsafe.</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> <li>• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>• Explain the difference between bullying and isolated unkind behaviour.</li> </ul>
<b>Living in the wider world</b>	<b>Identify similarities and differences between people and their environments.</b>	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Recognise some environments that are different from the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the differences and similarities between people and begin to appreciate the positive aspects of these differences.</li> <li>• Recognise that they belong to various groups and communities such as their family.</li> <li>• Explain how the people in their community and groups help us and we can also help them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the physical and non-physical differences and similarities between people.</li> <li>• Know and use words and phrases that show respect for other people.</li> </ul>
	<b>Identify, recognise and discuss how to keep ourselves safe.</b>	<ul style="list-style-type: none"> <li>• Follow class rules and begin to make good choices in line with the rewards system.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Talk about and understand road safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what they like about the school environment.</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>• Suggest actions that will contribute positively to the life of the classroom. Make and undertake pledges based on those actions.</li> <li>• Identify what they like about the school environment and any problems there may be with it.</li> </ul>

			secret they are told, or told to keep.	<ul style="list-style-type: none"> <li>• Make suggestions for improving the school environment.</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> <li>• Explain what privacy means and know that you are not allowed to touch someone's private belongings without their permission.</li> <li>• Give examples of different types of private information.</li> </ul>
	<b>Recognising and identifying how to stay safe online.</b>	<ul style="list-style-type: none"> <li>• Know lots of time on a device isn't good for them.</li> <li>• Start thinking about what activities are safe to do on electronic devices.</li> <li>• Begin to know what to do if they see something unsafe online.</li> <li>• Know people they can talk to if they see something they do not like online.</li> </ul>	<ul style="list-style-type: none"> <li>• Start thinking about how to stay safe online, including safety around sharing images;</li> <li>• Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>• Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul>
	<b>Discuss the importance of money and why we need it.</b>	<ul style="list-style-type: none"> <li>• Suggest ideas for where people get money from.</li> <li>• Begin to understand what we do with money and why we need it.</li> <li>• Talk about the importance of keeping money safe and where safe places could be.</li> <li>• Explore different coins in play and recognise they have different numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money'</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time and understand the reasons why people (including themselves) might do this.</li> <li>• Explain how they might feel when they spend money on different things.</li> <li>• Recognise that money can be spent on items which are essential or non-essential;</li> </ul>