

Core Area		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Resilient Me	Growth Mindset	Notice other people's emotions and respond sensitively.	Identify ways in which to self-calm when finding learning challenging. Identify that the brain is similar to a muscle and must get regular exercise (learning).	Know and understand that intelligence is not fixed and can change over time. Identify why challenge is good for developing learning and memory	Identify some ways in which children learn and improve their memory. Practise and apply these strategies at home.	Identify that learning comes in stages including finding new learning challenging. Know some strategies for self-motivation when finding learning challenging.	Identify when other people are finding learning challenging and offer strategies to support and motivate them.	Know and understand that learning is a continuous cycle. Identify a range of strategies for self-motivation when learning is challenging.
	Dealing with change (Transition)	Ask for help appropriately when faced with an unwanted change.	Identify a range of adults who can help when change feels challenging in a range of contexts.	Have some simple strategies to cope with unwanted change or uncertainty.	Know that change can bring a range of emotions and responses and express some of these.	Identify why some changes impact people differently and share experience of this.	Know that change and difficulty is scaled and that this is relative.	Reflect on a negative experience in context with understanding of scope and scale.
	Goals and careers		EYFS & KS1: Goal Setting			KS2: Careers		
	Tell an adult an area for improvement and use this to set a goal.	Set a short term learning goal. Identify the steps needed to reach a goal. Understand that challenges might mean changing a plan.	Set short, medium and long term goals. Identify the steps needed to reach goals and that these might include a series of choices. Identify a range of jobs that adults do and the role they serve.	Identify a range of educational options available (GCSEs, college, sixth form, university) and how these lead to career choices. Identify a potential future career that interests and research it.	Identify the steps needed to reach a desired career path or job. Know that some careers need special qualifications and experiences and name some examples of these.	Identify types of careers (professional, academic, managerial, manual) and the steps needed to attain them. Know that different jobs and types of careers have different levels of pay.	Identify that career choices have a direct impact on lifestyle and how this in turn has impacts the choices individuals may make about education and careers. Articulate and explain a potential career path from education to job.	

Responsible Me

	Core Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Community and Democracy	<p>Playing cooperatively.</p> <p>Taking account of others ideas</p> <p>Being sensitive to needs.</p>	<p>Understand how an individual's behaviour can impact on a group.</p> <p>Know that groups can make collective decisions.</p>	<p>Understand that a community has shared values and features.</p> <p>Know that community brings a sense of belonging to people.</p> <p>Understand that democracy is where decisions are made by everybody together.</p>	<p>Understand that the idea of community extends to groups of local people, school, Ashington, Britain and the world.</p> <p>Know that democracy happens in the UK by way of regular elections parliament and what this means.</p>	<p>Understand that communities can face challenges together and examples of these.</p> <p>Know that democracy includes everybody and what this means for minorities.</p>	<p>Understand that individuals face challenges of commitment to multiple communities.</p> <p>Know that not everybody around the world experiences democracy and what this might feel like.</p>	<p>Understand that individual actions can impact on communities elsewhere and the wider world.</p> <p>Know the complex criticisms of democracies and how they operate.</p>
	Equalities and Bullying	<p>Know that bullying is several times on purpose.</p> <p>Know that this is unacceptable behaviour.</p> <p>Know that equality is to treat people fairly.</p> <p>Identify differences between children.</p>	<p>Understand that bullying is several times on purpose and how this makes other people feel.</p> <p>Understand the link between fairness (and unfairness) and the emotions, moods and thoughts of others.</p> <p>Appreciate the wide range of features that make people and families special, unique or difference.</p>	<p>Understand the link between bullying behaviours and the emotions, moods and thoughts of others.</p> <p>Know that families can be diverse and different to each other.</p> <p>Understand the similarities between boys and girls and the assumptions some people make about them (stereotypes).</p>	<p>Understand that people who have one of the protected characteristics have been historically more susceptible to bullying (i.e homophobia, racism, sexism, disability discrimination)</p>	<p>Know the difference between an ally and a bystander.</p> <p>Understand that witnesses to bullying have a responsibility to report it to keep people safe.</p>	<p>Know and define clearly different types of bullying including; direct, indirect, homophobic, racist, online, physical, emotional.</p>	<p>Understand the causes behind bullying behaviours and why people act in the way that they do.</p>

	Rights and Responsibilities	Understand someone else's point of view can be different to their own.	Understand the rights and responsibilities of being a member of a class. Know that this make a class safe and fair.	Understand how rules, rights and responsibilities can help to make a community safe and fair.	Understand the rights and responsibilities of a British citizen.	Know the purpose and some of the parts of the UN convention on the rights of the child and relate this to the conduct of adults.	Understand that there are consequences for adults if children's rights are not met. Understand that for adults, being responsible includes looking after and protecting children.	Relate knowledge of rights and responsibilities to the experiences of children in different contexts and countries.
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Mental Health (Thrive VRF progression build in)	Know and use vocabulary to clearly express a range of emotions and needs.	Identify physical and facial cues that show other people's emotion and feelings without verbalising. Understand that there are appropriate ways to express emotions and what these are.	Define Mental Health (thoughts, feelings, emotions and mood) and know that everybody has mental health. Identify adults that can support pupil's mental health and safety.	Recognise worry and anxiety and express how this feels. Identify and understand the difference between short and long term mental health challenges.	Know some strategies to self-care when experiencing worry or anxiety. Identify and understand pressure from other children and what this feels like. Identify what it means to be assertive.	Identify and understand the causes of short term and long term mental health challenges. Know some strategies to self-care and seeking help when experiencing a range of emotions. Identify and understand that pressure can come from both children and adults and have strategies to deal with this..	Know and understand the stereotypes that are often associated with Mental Health and why these are not accurate. Identify and understand that pressure can be internal and external and have strategies to deal with this.

<p>Physical Health</p>	<p>Understand the importance of washing hands and keeping clean. Know to seek help when hurt or injured.</p>	<p>Understand that medicines help to keep people healthy. Know how to stay safe when crossing a road.</p>	<p>Recognise and explain how exercise affects my body.</p>	<p>Recognise how staying calm in an emergency keeps other safe.</p>	<p>Know which foods my body needs every day to stay healthy and get energy.</p>	<p>Explain in detail the health risks of smoking and alcohol on health.</p>	<p>Explain in detail the differences between drugs that help people and those that don't and the potential impact on health.</p>
<p>RSE (Sexual Health) <i>(subject to consultation)</i></p>	<p>Recognise which forms of physical contact are appropriate at school.</p>	<p>Identify what being a good friend means and how friendships are formed. Identify the parts of the body that make boys different to girls and respect parts that are private.</p>	<p>Know why some secrets can and can't be kept and when to tell adults. Recognise the physical difference between boys and girls and can explain how I feel about my gender.</p>	<p>Explain that individuals can have different experiences of relationships. Understand that boys and girls bodies change on the outside so that their bodies can make babies when they grow up.</p>	<p>Recognise that relationships can change over time and that this can be reversible or irreversible. Recognise the internal and external parts of male and identify the changes to girls bodies that are necessary for having a baby.</p>	<p>Recognise how relationships change including: new friendships, conflict, negotiating, compromise and the pressures around having a boyfriend or girlfriend. Recognise and understand how girls' and boys' bodies change during puberty and that sexual intercourse can lead to conception.</p>	<p>Recognise how and when technology can be used to gain power or control and have strategies to prevent this. Understand how a baby develops from conception through the nine months of pregnancy until it is born.</p>