

# All Saints RC Primary School



**Health and Wellbeing Coverage**

## Statement of What Matters

Developing physical health and well-being has lifelong benefits

Descriptions of learning:

PS1	PS2	PS3
<ul style="list-style-type: none"> <li>• I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor movements and fine motor movements in different environments, moving safely in response to instructions.</li> <li>• I am beginning to make connections between my diet and my physical health and well-being.</li> <li>• I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.</li> <li>• I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.</li> <li>• I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.</li> <li>• I can describe the way in which physical and emotional changes are connected in different contexts.</li> <li>• I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</li> <li>• I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.</li> <li>• I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.</li> <li>• I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order</li> </ul>

		to actively reduce the risk of harm to myself.
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### What this looks like in:

Nursery	Reception	Year 1
<p>Can move in general space (Big Space) and personal space (Small space)</p> <p>Demonstrate using contrasting movements (fast, slow, big, small)</p> <p>Travel, jump, balance and climb safely</p> <p>Performs basic body actions e.g. skipping, jumping, turning, stretching, turning</p> <p>Explores a variety of large apparatus and smaller equipment, and negotiates simple obstacles</p> <p>Works in a general space, moving and stopping on command.</p> <p>Understands simple instructions</p>	<p>Can use simple movement vocabulary and control body whilst demonstrating stillness.</p> <p>Use small equipment to develop handling skills</p> <p>Use small equipment to carry out 'sending' actions (rolling, throwing, bouncing, kicking etc.)</p> <p>Can use general space by travelling</p> <p>Can balance, taking weight on a variety of combinations of body parts</p> <p>Can select suitable movements in response to tasks set</p> <p>Can explore a variety of small apparatus</p> <p>Can apply and follow simple single rules</p>	<p>Can follow simple safety rules and practices under the instruction of an adult</p> <p>Can explore general space by moving in various ways</p> <p>Can combine simple patterns of actions, exploring a range of gross and fine motor skills</p> <p>Can copy lifting and lowering techniques with good posture.</p> <p>Can travel with small equipment safely</p> <p>Can understand simple instructions, directions and routes</p> <p>Can negotiate simple obstacles</p>

		Can move directly and indirectly in space, including moving alone or alongside, leading or following a partner
<p>Recognise when they are being active and when they are not.</p> <p>Know that they need food and drink to make them grow and keep healthy</p> <p>Know that they need activity to help them grow and keep healthy</p>	<p>Know that they need certain types of food and drink to make them grow and keep them healthy</p> <p>Know that they need exercise to help them grow and keep healthy</p> <p>Begin to recognise and describe how they feel during and following exercise</p>	<p>Can begin to understand the benefits of activity/exercise</p> <p>Can understand that food is a fuel for bodies</p> <p>Understand that the right types of food and drink are important for healthy bodies</p> <p>Understand that exercise is important for healthy bodies</p> <p>Recognise and describe changes to their breathing, heart rate, appearance and feelings during and after exercise</p>
With support, begin to recognise the connection between the physical and emotional changes that can occur in different contexts	With growing confidence, begin to recognise the connection between the physical and emotional changes that can occur in different contexts.	Independently recognise the connection between the physical and emotional changes that can occur in different contexts.
Begin to recognise some of the behaviours, conditions and situations that affect my physical health	Begin to recognise some of the behaviours, conditions and situations that affect physical health and well-being	Begin to recognise some of the behaviours, conditions and situations that affect physical health and well-being and know how to respond and get help.

## What this looks like in:

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Combine actions to create short phrases of movement and perform with increasing control</p> <p>Move in different directions/pathways/levels</p> <p>Move individually and in pairs</p> <p>Replicate phases of movement showing an increasing awareness of rhythm.</p> <p>Demonstrate body actions of ; turning, spinning, jumping</p>	<p>Extend body movements to stretch, curl and twist</p> <p>Be able to balance using various parts of the body to support.</p> <p>Can change direction, using curved pathways and changes of speed</p> <p>Can develop sequences of movement on apparatus</p> <p>Display good body tension</p> <p>Can move into and out of different actions/shapes/movements</p> <p>Use a range of stimuli as a basis for movement</p> <p>Develop perseverance when working in a pair/group</p>	<p>Develop and perform sequences on the floor and on apparatus</p> <p>Compose and perform large phases of movement.</p> <p>Perform short dances combining and using contrasting actions</p> <p>Lead and follow, move alongside and move through curved pathways.</p> <p>Work with a partner through copying, mirroring, opposites</p>	<p>Show contrasting speed, level and shape by combining movements in response to a stimulus</p> <p>Further develop turning, spinning, rolling</p> <p>Link various pathways when moving, making pathways through changes to direction, moving as a group and in unison</p> <p>Play small sided version of known net and ball games</p> <p>Play small sided versions of known striking and fielding games</p> <p>Can develop rules and scoring systems</p>	<p>Counter balance without support and develop basic shapes by adding own variations.</p> <p>Structure short dances with clear beginnings, middle and ends as a response to a given stimulus.</p> <p>Combine longer phases of movement involving exploration and improvisation, refining and practicing.</p> <p>Recognise basic choreographic structures and evaluate a performance against quality criteria.</p> <p>Combine different passing, receiving, shooting,</p>

			Be able to identify their own progress and evaluate their own progress.	<p>marking and dodging techniques.</p> <p>Play recognisable but modified versions of conventional games.</p> <p>Evaluate their own and others work suggesting ways of improving.</p>
<p>Explain that being active helps bones and muscles to develop, grow and work well.</p> <p>Understand that food is a fuel that produces energy for our bodies to use</p> <p>Identify some types of food that make up their diet</p> <p>Recognise that an adequate diet and exercise are necessary for them to grow and stay healthy</p> <p>Describe how their diet is balanced.</p>	<p>Understand that exercise is important for keeping healthy bodies.</p> <p>Understand that the right types of food and drink are important for healthy bodies</p> <p>Understand that each individual is responsible for maintaining a healthy body.</p> <p>Describe some food types that they eat</p> <p>Describe an adequate and varied diet for Humans, recognising the different ways to achieve this</p>	<p>Know and describe the right types of food and drink that are important for healthy bodies.</p> <p>Begin to take responsibility for maintaining a healthy body</p> <p>Link things associated with poor diet to impacts on health – e.g. sugar affecting teeth.</p> <p>Be able to describe and identify what makes a balanced diet.</p>	<p>Explain that a person needs to maintain a balance of food, and exercise to lead a healthy lifestyle</p> <p>Identify that if a person has too much body fat this may lead to poor health.</p> <p>Know and describe the right types of food and drink that are important for healthy bodies.</p> <p>Begin to plan and prepare healthy meals.</p> <p>Know the dangers of tobacco and alcohol</p>	<p>Explain that a person needs to maintain a balance of food, and exercise to lead a healthy lifestyle</p> <p>Be provided with an opportunity to plan and prepare healthy meals.</p> <p>Identify that if a person has too much body fat this may lead to poor health.</p> <p>Take an increasing responsibility for maintaining a healthy body</p> <p>Understand the harmful effects to themselves and others of tobacco, alcohol</p>

				and other legal and illegal substances
<p>Begin to understand that a healthy body makes you feel better.</p> <p>Explain how they feel during exercise – describing physical changes (e.g. warm up, cool down)</p> <p>Demonstrate a positive self-image</p>	<p>Understand and describe changes to their breathing, temperature, appearance and feelings before and after a range of activities/exercise.</p> <p>Explains that their pulse is an indication of how fast/slow their heart is beating (locating a pulse).</p> <p>Begin to understand that a healthy lifestyle has emotional as well as physical benefits.</p>	<p>Recognise that being active can make us feel good e.g. being with friends, co-operating, laughing, being able to lead and follow.</p> <p>Understand and describe changes to their bodies, appearance and feelings during and after exercise.</p> <p>Understand the relationship between actions and feelings.</p> <p>Demonstrate a positive self-image</p>	<p>Begin to understand the physical and emotional benefits of a healthy lifestyle.</p> <p>Recognise some of the changes to their bodies as they grow and some of the reasons for physical and emotional changes, including at puberty.</p> <p>Begin to identify when their behaviours change in response to an external source and identify steps to take in order to help them</p>	<p>Understand the physical and emotional benefits of a healthy lifestyle.</p> <p>Recognise some of the changes to their bodies as they grow and some of the reasons for physical and emotional changes, including at puberty.</p> <p>Know the physical and emotional changes which occur at conception, pregnancy and birth.</p> <p>Identify when their behaviours change in response to an external source and identify steps to take in order to help them</p> <p>Begin to set themselves targets in improving their own feelings and behaviour.</p>

<p>Know that basic hygiene will maintain a healthy body</p> <p>Understand that medicines are taken to make them feel better, but that some drugs are dangerous.</p> <p>Begin to respond appropriately to danger both in and out of school</p> <p>Describe people they can trust</p>	<p>Know and describe how hygiene will maintain a healthy body.</p> <p>Understand that medicines are taken to make them feel better and that some drugs are dangerous.</p> <p>Describe people they can trust</p>	<p>Understand and describe why exercise is important for healthy bodies.</p> <p>Know and describe how hygiene will maintain a healthy body and begin to take responsibility for personal hygiene.</p> <p>Describe people they can trust and identify who they can go to if they feel unsafe.</p>	<p>Begin to understand and describe why exercise is important for healthy bodies.</p> <p>Manage different emotions and begin to develop strategies to resolve conflict.</p>	<p>Understand and describe why exercise is important for healthy bodies.</p> <p>Manage different emotions and develop strategies to resolve conflict (including bullying).</p> <p>Know and describe how hygiene will maintain a healthy body and take responsibility for personal hygiene.</p>
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## Statement of What Matters

How we process and respond to our experiences affects our mental health and emotional well-being

Descriptions of learning:

PS1	PS2	PS3
<ul style="list-style-type: none"><li>• I have an awareness of my perceptions and thoughts.</li><li>• I can focus my attention and am aware of being able to do this.</li><li>• I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.</li><li>• I can notice and communicate how I am feeling.</li><li>• I am beginning to have an awareness of how feelings are communicated through actions.</li><li>• I have an awareness of the feelings of others.</li><li>• I am aware of when others are kind to me and when I am kind to others</li></ul>	<ul style="list-style-type: none"><li>• I can, with support, focus attention on my perceptions and thoughts.</li><li>• I can understand how and why my thoughts, feelings and actions change in response to different experiences.</li><li>• I can notice and communicate my feelings.</li><li>• I am beginning to notice when I need help to manage my feelings.</li><li>• I can reflect on my experiences.</li><li>• I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</li></ul>	<ul style="list-style-type: none"><li>• I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness.</li><li>• I can self-regulate my emotions in a healthy way using strategies that I have developed.</li><li>• I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.</li><li>• I can ask for help when I need it from people I trust.</li></ul>

		<ul style="list-style-type: none"> <li>• I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.</li> <li>• I can anticipate how future events may make me and others feel.</li> <li>• I can empathise with others.</li> <li>• I can understand how and why experiences affect me and others.</li> </ul>
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### What it looks like in:

Nursery	Reception	Year 1
<p>Develop a positive self-image as an important individual.</p> <p>Begin to show curiosity</p>	<p>Develop a positive self-image as an important individual</p> <p>Begin to show curiosity and positive attitudes to new experiences and learning</p>	<p>Develop a positive self-image as part of a caring school community and as part of their social communities.</p> <p>Show curiosity and positive attitudes towards new experiences and learning.</p>
<p>Begin to develop an awareness of when they have achieved something</p> <p>Engage in directed exploration of the indoor and outdoor environments</p>	<p>Celebrate their success</p> <p>Begin to concentrate on tasks</p> <p>Begin to take risks and willingly explore the indoor and outdoor environment.</p>	<p>Be aware of what they are good at.</p> <p>Celebrate their success and that of others</p> <p>Concentrate for lengthening periods of time</p>

Begin to show independence		Confidently take risks and explore their indoor and outdoor environments.
Develop an awareness of, and begin to describe a range of feelings	Develop an awareness of appropriate ways to express their feelings	Develop an awareness of appropriate ways to express their feelings
Begin to express and communicate feelings and emotions, with support	Begin to express and communicate feelings and emotions, in simple ways	Begin to express and communicate feelings and emotions confidently
Begin to understand that others have feelings and that their actions can impact on those feelings.	Understand that others have feelings and that their actions can impact on those feelings.  Begin to identify some basic ways to avoid, manage and resolve conflict	Understand the relationship between actions and feelings.  Understand that personal actions have consequences  Identify some basic ways to avoid, manage and resolve conflict
Begin to think about how others feel	Think about how others may feel in various situations.	Think about how others may feel in various situations, using facial cues as a clue.
Begin to understand what 'being kind' means.  Provide praise and celebrate when a Pupil has shown kindness to another person	Develop an awareness of 'kindness' within the class and praise this where observed.  Give an example of someone being kind to them, and where they have been kind to someone.	Understand the importance of being kind and how this makes them and others feel.  Give examples of where someone has been kind to them

## What it looks like in:

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop a positive self-image as part of a caring school community and as part of their social communities.</p> <p>Show ongoing curiosity and positive attitudes towards new experiences and learning.</p>	<p>Develop as a confident learner, demonstrating resilience towards learning</p> <p>Show curiosity and positive attitudes towards new experiences and learning.</p>	<p>Develop a positive attitude towards themselves as an individual, demonstrating increasing resilience</p> <p>Show curiosity and positive attitudes towards new experiences and learning.</p>	<p>Begin to recognise the benefits of being able to focus attention on their perceptions and thoughts</p> <p>Begin to identify that they are developing my self-awareness</p>	<p>Recognise the benefits of being able to focus attention on their perceptions and thoughts</p> <p>Demonstrate a positive self-image</p>
<p>Be able to describe, in simple terms, situations where they have experienced different feelings (e.g. happy at a birthday party, sad when a pet died)</p> <p>Begin to understand how our actions reflect our feeling (e.g. Happy – smiling, Sad – crying, anxious – feel sick etc.)</p>	<p>Describe different experiences and the feelings associated with those events/experiences.</p> <p>Begin to identify how they react/respond to feeling different emotions</p> <p>Begin to consider how different experiences may trigger a change in their feeling/mood/actions (losing a favourite toy, having a</p>	<p>Begin to understand how they react to different situations/experiences</p> <p>Understand everyone reacts differently when faced with different experiences</p> <p>Understand that our feelings influence our actions and vice versa.</p>	<p>Begin to self-regulate their emotions in a healthy way using strategies that they have developed.</p>	<p>Self-regulate their emotions in a healthy way using strategies that they have developed.</p>

	surprise party, having a treat etc.)			
Develop an increasing awareness of appropriate ways to express their feelings	Through an increasing range of ways, communicate how they are feeling and begin to consider what the causes are to how they are feeling.	Communicate how they are feeling, considering what the causes are, and begin to identify strategies that will help them.  Use various strategies to communicate this information.	Begin to see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional wellbeing.	Understand the various ways that they are able to communicate their feelings and seek support for promoting positive mental health.  Be aware of external agencies that can support them with their mental health.
Begin to identify when they experience a change in their mood/feeling and start to identify the cause for change.  Be aware of simple strategies to help manage their feelings	Identify when there is a change in their mood/feeling and identify the cause for change.  Use simple strategies to help manage their feelings  Know when to ask for help if they are struggling	Know that there a range of factors that can affect our mood/feeling – positively and negatively.  Be able to identify causes for changes in mood/how they are feeling, and address these when they are negative.  Know who to talk to if they are struggling with their feelings.	Know who to go to when needing help – both in school and outside of school  Be aware of external agencies who can help	Identify key people who they trust and know who to turn to when needing help  Know those people who they can trust

<p>In simple terms, reflect on experiences identifying their feelings about past events/experiences that have happened.</p>	<p>With increasing confidence, be able to reflect on past experiences and link to current feelings/moods.</p>	<p>Use past experiences to identify lessons learnt and how this relates to their life today.</p> <p>Recognise key events in their life that were positive/negative</p>	<p>Begin to reflect on the way that past events have affected their thoughts, feelings and actions</p>	<p>Reflect on the way that past events have affected their thoughts, feelings and actions</p>
<p>Begin to be aware of the feelings of others and how our actions/words can have an impact on them.</p>	<p>Be aware of the feelings of others and know that our actions/words can both positively and negatively have an impact.</p> <p>Begin to develop empathy with others who are in different situations to them</p>	<p>Know that our actions/words can both positively and negatively have an impact.</p> <p>Begin to understand how actions can affect others personally – racism, bullying etc.</p> <p>Develop empathy for others.</p>	<p>Begin to anticipate how future events may make them and others feel.</p>	<p>Anticipate how future events may make them and others feel.</p>
			<p>Begin to empathise with others experiences and feelings.</p> <p>Understand the concepts of poverty and inequality</p>	<p>Empathise with others experiences and feelings.</p> <p>Understand how poverty and inequality can cause problems</p>

			Demonstrate a positive attitudes on issues of poverty and fairness	Demonstrate a positive attitudes on issues of poverty and fairness.
			Understand that people come from diverse backgrounds and bring a range of experiences with them  Begin to understand how our experiences can affect us in longer life	Understand how our experiences can affect us in longer life

## Statement of What Matters

Our decision making impact on the quality of our lives and the lives of others

Descriptions of learning:

PS1	PS2	PS3
<ul style="list-style-type: none"><li>● I can make decisions based on what I like and dislike.</li><li>● I have developed an awareness that my decisions can affect me and others.</li><li>● I can take part in group decisions.</li><li>● I have an understanding that things can be safe or unsafe.</li></ul>	<ul style="list-style-type: none"><li>● I can make decisions based on what I know.</li><li>● I can recognise that my decisions can impact on me and others, both now and in the future.</li><li>● I can take part in group decisions and I understand why some decisions need to be made as a group.</li><li>● I can identify and assess risks.</li></ul>	<ul style="list-style-type: none"><li>● I can make considered decisions, taking into account available information, including past experiences.</li><li>● I can set appropriate goals.</li><li>● I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.</li><li>● I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.</li><li>● I can identify and assess risks, and I can take steps to reduce them.</li></ul>



## What this looks like in:

Nursery	Reception	Year 1
Describe something they like and, in return, something they don't like (e.g. I like drawing)	Describe something they like and, in return, something they don't like giving simple reasons for this (e.g. I like drawing because I can use all my colours)	Make a decision on something, linking the reasons for their decision to a like or dislike they have (E.g. I am going to work in the creative area because I like drawing where I can use all my colours).
<p>Begin to understand that there is a consequence to our actions.</p> <p>Know when their actions have had an impact/effect on another</p> <p>Begin to understand, in simple terms, that our actions can affect others around us</p>	<p>Understand that actions have consequences</p> <p>Know when their actions or words have hurt another and understand the need to make amends.</p> <p>Understand that our actions can affect others around us</p>	<p>Understand that all actions have consequences; some of which are good, some of which are bad.</p> <p>Know when their actions or words have hurt another and understand the need to make amends.</p> <p>Understand that our actions can affect others around us, giving examples of this in school and in the home.</p>
With adult support, take turns to contribute an idea to a group decision on a topic.	With growing confidence, contribute to group discussions to make a decision.	Independently take turns in a conversation as part of a group, making a decision as a group as a result
<p>Begin to be aware of personal safety and develop an initial awareness of danger.</p> <p>Know who to go to when feeling unsafe</p>	<p>Be aware of personal safety and begin to give examples of safe and unsafe situations</p> <p>Know who to go to when feeling unsafe</p>	Develop their awareness of danger both in and out of school, with an understanding of personal safety.

		<p>Recognise various situation which can be identified as safe or unsafe.</p> <p>Know who to go to when feeling unsafe</p>
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### What this looks like in:

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to make choices, giving simple reasons as to why the choice that has been made.</p> <p>Use some prior knowledge/understanding as a basis for making a decision.</p>	<p>Make simple decisions in their learning and wider life that are based on prior experience/knowledge.</p> <p>Give simple reasons as to why a decision has been made.</p>	<p>When presented with options, make an informed decision based on prior learning/knowledge/experience</p> <p>Give clear reasons why a decision/choice has been made, linking to prior experience.</p>	<p>Understand that people make their own choices and respect others choices</p> <p>Reflect on whether choices make a decision easier or more difficult</p> <p>Begin to consider evidence as the basis of a decision.</p>	<p>Understand that people make their own choices and respect others choices</p> <p>Reflect on whether choices make a decision easier or more difficult</p> <p>Give reasons for a decision, using experience/evidence</p>
<p>Understand that we all make choices and how these choices can affect our lives (e.g. eating lots of unhealthy food has an impact on long term life, choosing not to</p>	<p>Recognise how decisions they make at a local level can have an impact of others around them (e.g. litter in the community makes our communities unattractive, vandalism in</p>	<p>Recognise that the decisions we make today can have an impact on us in the longer term future (e.g. climate change, healthy lifestyles, mental health)</p>	<p>Enjoy and value their learning, achievements and success and that of others</p> <p>Recognise the ways in which they learn best and</p>	<p>Enjoy and value their learning, achievements and success and that of others</p>

<p>come to school affects our learning etc.)</p>	<p>the park spoils it for others etc.).</p>	<p>Understand our actions can have a global impact, and contribute to global issues (e.g. deforestation, global warming, ocean pollutions)</p>	<p>begin to set targets that will help them improve.  Take greater responsibility for their learning.</p>	<p>Reflect on progress and identify strengths and weaknesses  Set themselves SMART goals for improving  Take responsibility for their learning</p>
<p>Be able to listen to others when working in a group  Contribute ideas as part of a group discussion, taking on board previous contributions from peers.</p>	<p>Be able to listen to others when in a group, acknowledging when a view is different from their own  Contribute ideas as part of a group discussion, and appreciate that not everyone's contribution may be used.  Understand the benefits of working as a group (e.g. bringing in varied experiences/skills)</p>	<p>Appreciate that people will have different views on various subjects, and be able to compromise.  Understand that in some instances decisions are based on a majority basis.  Come to a joint agreement on a topic/task/outcome as a result of group work.</p>	<p>Begin to understand how local actions have global effects</p>	<p>Understand how local actions have global effects because of connections between places and people</p>
<p>Begin to be aware of what we mean by 'risk' - both inside and outside of school</p>	<p>Understand that some 'risks' can be categorised as 'high' or 'low'</p>	<p>Be able to identify a risk as being 'high' or 'low' and give simple examples of the consequences of taking risks.</p>	<p>Understand how the decisions we make affect the environment</p>	<p>Understand how the decisions we make individually and</p>

<p>Begin to identify some simple actions that can be put in place to reduce risks</p>	<p>Know that there are actions that we can put in place to reduce risks - including at home and in school.</p>	<p>Know that we don't always need to stop an activity because of a possible risk, as long as it can be safely managed.</p> <p>Be able to give examples of actions that can reduce 'risks' from taking place so they are managed safely.</p>	<p>Understand that decisions can be made democratically.</p>	<p>collectively affect the environment</p> <p>Understand that decisions can be made democratically, and that these can impact on our everyday lives.</p>
			<p>Identify when something may be considered a risk to them and outline some actions to overcome these risks.</p>	<p>With confidence, risk assess a situation, identifying the actions needed to prevent harm.</p>

## Statement of What Matters

How we engage with social influences shapes who we are and affects our health and well-being

Descriptions of learning:

PS1	PS2	PS3
<ul style="list-style-type: none"><li>● I can recognise and follow rules and norms in the groups and situations in which I take part.</li><li>● I can show care and respect for others.</li></ul>	<ul style="list-style-type: none"><li>● I can make decisions based on what I know.</li><li>● I can recognise that my decisions can impact on me and others, both now and in the future.</li><li>● I can take part in group decisions and I understand why some decisions need to be made as a group.</li><li>● I can identify and assess risks.</li></ul>	<ul style="list-style-type: none"><li>● I can make considered decisions, taking into account available information, including past experiences.</li><li>● I can set appropriate goals.</li><li>● I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.</li><li>● I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.</li><li>● I can identify and assess risks, and I can take steps to reduce them.</li></ul>

**What this looks like in:**

Nursery	Reception	Year 1
<p>Begin to understand class rules</p> <p>Begin to acquire friendship skills:</p> <ul style="list-style-type: none"> <li>- Be willing to share and begin to play cooperatively</li> <li>- Caring when others are hurt</li> </ul>	<p>Understand class rules</p> <p>Begin to understand the need for politeness</p> <p>Develop friendship skills</p> <p>Begin to understand fairness and play co-operatively</p> <p>Be caring towards others</p>	<p>Begin to understand the need for politeness towards all others</p> <p>Develop and describe friendship skills</p> <p>Know when their actions or words have hurt another and make amends.</p> <p>Begin to work co-operatively.</p>
<p>Begin to demonstrate care and affection for other children and adults</p>	<p>Begin to demonstrate care, respect and affection for other children and adults</p>	<p>Demonstrate care, respect and affection for other children and adults</p>

## What this looks like in:

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand class rules and begin to understand school rules</p> <p>Demonstrate respect for the needs of others.</p>	<p>Have respect for class and school rules</p> <p>Be aware that actions have consequences</p> <p>Be aware of society's rules</p> <p>Demonstrate respect for the needs of others.</p>	<p>Understand class and school rules and protocols</p> <p>Have respect for class and school rules</p> <p>Have respect for society's rules</p> <p>Be aware that actions have consequences</p> <p>Demonstrate respect for the needs of others.</p>	<p>Have respect for class and school rules</p> <p>Understand and have respect for society's rules</p> <p>Take responsibility for their own actions.</p>	<p>Understand class and school rules and set protocols</p> <p>Have respect for class and school rules</p> <p>Have respect for societies rules</p>
<p>Take responsibility for their own actions</p> <p>Begin to respond appropriately to danger both in and out of school</p>	<p>Take responsibility for their own actions</p> <p>Respond appropriately to danger both in and out of school.</p>	<p>Take responsibility for their own actions</p> <p>Develop an awareness of the need to keep them safe and take responsibility for personal safety</p> <p>Begin to resist unwanted peer pressure</p>	<p>Show interest in all aspects of school life</p> <p>Contribute to social actions that have a positive impact – e.g. raising money for charity, litter picking</p> <p>Develop practical 'life-skills'</p> <p>Work co-operatively to solve problems.</p>	<p>Take an active interest in all aspects of school life</p> <p>Contribute to social actions that have a positive impact – e.g. raising money for charity, litter picking</p> <p>Develop practical 'life-skills'</p>

				Work co-operatively to solve problems.
<p>Begin to understand that people have choices</p> <p>Begin to describe and understand their Welsh identity</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p>	<p>Begin to understand that people differ in what they believe to be right or wrong</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Understand that people have choices</p> <p>Begin to appreciate that people differ in what they believe to be right or wrong.</p>	<p>Understand their Welsh identity and value the diversity of their community and the values that are part of that diversity.</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Begin to explore personal values</p> <p>Begin to appreciate that people differ in what they believe to be right or wrong.</p>	<p>Begin to explore personal values</p> <p>Begin to appreciate that cultural values and religious beliefs shape the way people live.</p>	<p>Explore personal values</p> <p>Understand that cultural values and religious beliefs shape the way people live.</p>



## Statement of What Matters

Healthy relationships are fundamental to our well-being

Descriptions of learning:

PS1	PS2	PS3
<ul style="list-style-type: none"><li>• I can identify who looks after me and who my family and friends are</li><li>• I can communicate my needs and feelings in my relationships</li><li>• I can get along with others with and without support.</li><li>• I am beginning to recognise safe and unsafe behaviour in relationship</li><li>• I am beginning to recognise that I have the right to be treated fairly and respectfully.</li></ul>	<ul style="list-style-type: none"><li>• I can recognise that there are different types of relationships beyond my family and friends</li><li>• I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.</li><li>• I can make friends and try to resolve disagreements, seeking support when needed.</li><li>• I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.</li><li>• an understand that everyone has rights and, with support, I can respect those rights.</li></ul>	<ul style="list-style-type: none"><li>• I can understand that there are differences within types of relationships and that relationships change over time.</li><li>• I can communicate my needs and feelings, and respond to those of others.</li><li>• I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.</li><li>• I can reflect on the characteristics of safe relationships and I can seek support when needed.</li><li>• I can respect the right of others and I understand how these impact on myself and others</li></ul>

## What this looks like in:

Nursery	Reception	Year 1
<p>Begin to describe things or people which are special to them including key family members</p> <p>Understand that family and friends care for each other.</p>	<p>Begin to develop an awareness of who and what is important to them</p> <p>Know that there are different types of family and all families have special roles in children's lives.</p>	<p>Be aware of who and what is important to them</p> <p>Develop an awareness of and describe people they can trust</p> <p>Identify key members of their family, understanding that 'family' means something different to lots of people.</p>
<p>With support, I can communicate my needs and feelings in my relationships</p>	<p>With growing independence, I can communicate my needs and feelings in my relationships</p>	<p>I can communicate my needs and feelings in my relationships</p>
<p>With support. be able to share and take turns in group activities</p> <p>With support, take part in structured and unstructured activities with others</p>	<p>Be able to share and take turns in group activities</p> <p>Independently take part in structured and unstructured activities with others</p> <p>Be caring towards others</p>	<p>Understand what friendship is</p> <p>Develop and describe friendship skills, and demonstrate these within the classroom setting</p> <p>Be caring towards others</p>
<p>Know what 'being safe' means</p> <p>Begin to understand what a 'safe' relationship looks like and how this makes us feel</p>	<p>Know that the opposite of being safe is 'unsafe'</p> <p>With support, give examples of times when they are safe or unsafe.</p> <p>Begin to think about what an unsafe relationship might look like</p>	<p>Know that the opposite of being safe is 'unsafe'</p> <p>Give examples of times when they are safe or unsafe.</p> <p>Know what a safe or unsafe relationship might look like and who can help them if they feel unsafe.</p>

<p>Begin to understand the right not to be hurt</p> <p>Begin to understand the right to be treated fairly.</p>	<p>With support, understand the right not to be hurt</p> <p>With support, understand the right to feel safe and be free</p> <p>With support, understand the right to be treated fairly.</p>	<p>Understand the right not to be hurt</p> <p>Understand the right to feel safe and be free</p> <p>Understand the right to be treated fairly.</p> <p>Show and be shown respect towards others.</p>
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**What this looks like in:**

Year 2	Year 3	Year 4	Year 5	Year 6
<p>Demonstrate care, respect and affection or other children and adults.</p> <p>Describe people who are special</p> <p>Be aware that others have different special people</p>	<p>Explain why people are special to them</p> <p>Understand family is different for others and that everyone will have different significant people in their lives.</p>	<p>Begin to describe relationships they have outside of family</p> <p>Begin to identify what a 'safe' relationship looks like and how this makes us feel.</p>	<p>Demonstrate a positive self-image and sense of belonging to a range of communities</p>	<p>Understand and demonstrate politeness and tolerance towards all others</p> <p>Understand the value of diversity</p>

Identify key members of their family	Begin to describe friendships outside of family.	Begin to identify when a relationship is not safe and may put us in danger		
Begin to demonstrate an awareness of the feelings of others.  Begin to think about how to best express their feelings	Demonstrate an awareness of the feelings of others.  Begin to think about how to appropriately express their feelings	Be aware of appropriate ways to express their feelings.  Understand the relationship between actions and feelings  Demonstrate an awareness of the feelings of others.  Begin to manage emotions and develop coping strategies.	Express their feelings appropriately  Understand the relationship between actions and feelings	Express their feelings appropriately  Understand the relationship between actions and feelings
Make and maintain friendships  Being to understand that our actions and words have consequences	Develop and describe friendship skills.  Know when their actions or words have hurt another and make amends.	Develop and describe friendship skills  Work co-operatively to solve problems	Know when their actions or words have hurt another and make amends.  Understand the nature of bullying  Resist unwanted peer pressure	Understand the nature of bullying and the situations which produce conflict  Deal with unwanted peer pressure appropriately  Manage different emotions and develop strategies to resolve conflict and bullying.

<p>Develop an awareness of the need to keep themselves safe</p> <p>Know that there is appropriate and inappropriate touching (where your underwear covers)</p> <p>Begin to respond appropriately to danger both in and out of school.</p>	<p>Respond appropriately to danger both in and out of school.</p> <p>Describe people they can trust</p> <p>Know who to go to if feeling unsafe</p>	<p>Develop an awareness of the need to keep themselves safe and take responsibility for personal safety</p> <p>Know who to go to when feeling unsafe including agencies (ChildLine, police) who can help them to feel safe.</p>	<p>Be aware of the need to keep themselves safe and take responsibility for personal safety.</p> <p>Distinguish between appropriate and inappropriate touching</p> <p>Know who to go to when feeling unsafe</p>	<p>Be aware of the need to keep themselves safe and take responsibility for personal safety.</p> <p>Distinguish between appropriate and inappropriate touching and understand 'personal boundaries'</p> <p>Know who to go to when feeling unsafe</p>
<p>Understand the difference between 'needs' and 'wants' and those things we need are called 'rights'</p>	<p>Begin to understand that they have rights and entitlements regardless of their background or situation and can express their needs freely.</p>	<p>Understand some of the rights that affect them in their daily life and to understand what to do when these rights are not met.</p> <p>Begin to understand poverty and inequality</p> <p>Begin to develop a positive attitude on issues of poverty and fairness.</p>	<p>Understand that they have rights and entitlements regardless of their background or situation and can express their needs freely.</p> <p>Demonstrate respect for the needs of others.</p>	<p>Understand their rights and the rights of others, regardless of their background or situation and the importance of democratic decision making.</p> <p>Understand the need to respect the needs of others.</p>

