

Being Me Progression Table - Through the Being Me module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Being Unique and Special • Talk about and show their likes, interests, strengths and preferences. • Begin to be aware that they belong to a family and may belong to other groups.	Being Unique and Special • Recognise and share facts about themselves. • Identify their likes and dislikes and what they are good at. • Talk about some ways that they are special.	Being Unique and Special • Explore what contributes to who we are. • Identify and talk about their own strengths and interests. • Recognise what makes them unique and understand that being different is something to celebrate.	Being Unique and Special • Identify a range of factors which contribute to our identity. • Express their talents and strengths with confidence. Set goals for how they would like to develop them. • Explain ways in which they respect and value other people's differences.
Understanding Similarities and Differences • Start to become aware that people may look different, like or dislike similar things such as toys or food.	Understanding Similarities and Differences • Recognise how friends can have both similarities and differences. • Show some simple ways to respect and celebrate other's differences.	Understanding Similarities and Differences • Identify visible/invisible differences between people. • Explain why it is important to respect and celebrate the differences and similarities between people.	Understanding Similarities and Differences • Respect the differences and similarities between people. • Reflect on how discrimination and our own behaviour can affect others.
Being Part of a Community • Know people who are special to them. • Begin to know and recognise that helping, sharing and taking turns support positive relationships.	Being Part of a Community • Name some groups that they belong to. • Talk about how being part of a group makes them feel.	Being Part of a Community • Identify the different groups that make up their community. • Recognise that they belong to different communities as well as the school community. • Describe what is positive about their community and how it supports them.	Being Part of a Community • Explain some of the benefits of communities. • Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. • Explore how shared events and experiences can create a stronger community.

Growing Up Progression Table - Through the module Growing Up pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Growing and Changing	Growing and Changing	Growing and Changing	Growing and Changing
- Become aware that people grow and change from babies into children and adults. - Notice and talk about changes in themselves and others.	- Name the main parts of the body including the correct names for private body parts, e.g. vulva, vagina and penis. - Recognising the difference between male and female body parts. - Understand the human life cycle and that people grow from young to old. - Describe ways that people's needs and bodies change as they grow. - Talk about some ways to keep clean. - Understand that babies grow in the mothers' body and have particular needs when they are born. - Recognise what makes them special and unique.	- Name external genitalia and some reproductive organ, e.g. womb (in line with the school's RSE policy.) - Explore physical and emotional changes that happen during puberty. - Explain how daily hygiene helps to reduce the spread of infection. - Explain how adults care for a baby during and after pregnancy. - Recognise that individuality and personal qualities contributes to who we are.	- Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. - Explain the how babies are conceived, born and cared for. - Identify the physical and emotional changes that happen when approaching/ during puberty. - Know some key facts about menstruation. - Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. - Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. - Identify and value personal strengths, skills, achievements and interests.
Privacy, Boundaries and Consent	Privacy, Boundaries and Consent	Privacy, Boundaries and Consent	Privacy, Boundaries and Consent
- Begin to understand that their body belongs to them and that some parts of the body are private. - Know that there are trusted adults who help keep them safe. - Become aware that some touch is safe and caring (e.g. help from a parent or carer), and some touch is not okay. - Learn that if something makes them feel worried, confused or upset, they should tell a trusted adult.	- Understand that some parts of the body are private. - Identify different types of touch and how they make people feel. - Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.	- Explain what is meant by privacy and personal boundaries. - Recognise uncomfortable/ comfortable behaviour online/offline. - Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.	- Understand what consent means and how to seek and give/not give permission in different situations. - Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. - Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.

Changes Progression Table - Through the Changes module pupils will be able to...

EYFS	KS1	LKS2	UKS2
About Loss and Change	About Loss and Change	About Loss and Change	About Loss and Change
- Identify different types of loss and change including moving home, changing settings, losing a toy, or changes in family life. - Begin to explore emotions such as sadness, worry, confusion or anger and how this can be linked to loss or change.	- Identify examples of loss and change. - Begin to recognise that loss and change can affect the way we think, feel and behave. - Understand that changes can produce big feelings.	- Recognise that loss/change are a normal part of life. - Describe how change and loss, can affect feelings, thoughts and behaviours. - Recognise that feelings associated with loss/change can change over time and range in intensity.	- Explore that loss, bereavement and change are part of the human life cycle. - Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. - Recognise that internal conflicting emotions can be normal when dealing with loss and change.
Managing Loss and Change	Managing Loss and Change	Managing Loss and Change	Managing Loss and Change
- Recognise that asking for help is a healthy choice. - Talk to trusted adults when changes feel difficult. - Use routines and familiar activities to help feel safe during change.	- Identify feelings associated with loss and change. - Recognise some simple ways to prepare for change/transition. - Identify different things that may help to manage big feelings. - Talk about some ways to help others when they are affected by change. - Know that it is important to talk to someone if you are worried. - Identify people who can help us if we feel worried/unhappy.	- Use a varied vocabulary when talking about feelings associated with loss and change. - Identify self-help strategies and the importance of support when preparing for change/transitions. - Describe everyday things that affect feelings and understand the importance of expressing feelings. - Develop some ways of responding to others and showing support if they are affected by loss/change. - Know why it is important to talk about our feelings and not bottle them up. - Know who to talk to if you are worried or have strong feelings.	- Describe a range of emotions and intensities associated with loss and change. - Identify problem solving strategies to manage transitions between classes and key stages. - Identify strategies to respond to feelings, intense or conflicting feelings, including gut instincts. - Recognise the signs when someone may be struggling and understand how to seek support. - Explore some barriers to asking for help and some ways to address them. - Know who to talk to and where to go for help.

Drug Education Progression Table - Through the Drug Education module pupils will be able to...

EYFS	KS1	LKS2	UKS2
Knowledge - Understand that medicines can help people feel better when they are unwell. - Know that medicines must only be taken if given by a trusted adult (e.g. parent, carer, doctor). - Know that not all tablets, liquids or substances are safe, even if they look like sweets.	Knowledge - Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) - Understand that household products, including medicines, can be harmful if not used properly.	Knowledge - Describe the different purposes that medicines have. - Explain the importance of taking medicines correctly and using household products safely.	Knowledge - Understand that there are rules and laws surrounding the use of medicines, drugs and household products. - Reflect on the risks/effects that legal drugs common to everyday life can have on health.
Managing Risk - Understand that some substances are unsafe for children and should not be touched or eaten. - Be aware that adults keep medicines and harmful substances locked away to keep children safe. - Can name trusted adults they can talk to about health or safety concerns.	Managing Risk - Explore that medicines come in different forms and are used in different ways. - Understand that things that people put into their body or on their skin can affect how they feel. - Talk about some simple rules for staying safe around medicines and other household substances/ products. - Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.	Managing Risk - Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. - Explore the possible risks and consequences of using/ misusing legal drugs/ household products in everyday situations. - Identify a circle of support and how to ask for help. - Demonstrate what to do in an emergency situation.	Managing Risk - Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. - Explain why some substances are harmful for our growing bodies. - Analyse mixed messages in the media relating to a range of drugs and recognise how they might influence opinions/behaviour. - Identify a range of strategies to better manage situations involving peer influence/ approval. - Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.

Money Matters Progression Table - Through the module Money Matters pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Economic Wellbeing	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
• Begin to understand that money is used to buy things, exploring this through role play such as shops or cafés. • Show awareness of choice and value, learning that we may not be able to have everything we want and that adults help make decisions. • Take part in simple routines involving money, such as exchanging coins or tokens during play, developing early numeracy and responsibility.	• Understand what money is and its different forms. • Describe some ways money can be looked after. • Recognise that people make different choices about how to spend/save money. • Talk about some things we all need and some things we want but don't	• Explain some different ways to pay for things. • Explain some different ways to keep track of money. • Identify that people have different attitudes towards saving/spending. • Recognise that people make spending decisions based on needs, wants and priorities. • Identify the ways that money can impact on people's feelings. • Recognise that people's spending decisions can affect others and the environment.	• Understand what a bank account is and how this is linked to payment. • Understand the risks associated with money and ways of keeping money safe. • Identify the risks involved in gambling activities. • Explain some ways to get help if they are concerned about gambling or other financial risks. • Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. • Identify the impact that having or not having money can have on a person's wellbeing. • Explain some ways that money is/can be distributed to benefit the community.
Strategies and Support	Strategies and Support	Strategies and Support	Strategies and Support
• Explore different jobs and roles through imaginative play, stories, and visits from familiar community members. • Begin to understand that adults work in different ways. • Express interests and preferences, talking about what they enjoy doing and who they might like to be in role play, supporting early aspirations.	• Know that everyone has different strengths and talents, in and out of school. • Name some different jobs that people do.	• Recognise positive things about themselves and their achievements. • Identify some of the skills that may help them in their future careers.	• Identify how skills can help them with their future career. • Identify jobs that they might like to do in the future. • Discuss their views on how or why someone may or may not choose a certain career. • Recognise a variety of routes into careers. • Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.

Being Safe Progression Table - Through the module Being Safe pupils will be able to ...

EYFS	KS1	LKS2	UKS2
Keeping Safe • Begin to recognise everyday risks in familiar environments (e.g. using equipment safely, staying with an adult), supported through modelling and clear routines. • Follow simple safety rules and guidance, such as handwashing, road safety awareness, and using tools appropriately, with adult support. • Start to communicate needs and seek help, telling a trusted adult when something feels unsafe or when they need support. • Begin to engage in play with risk and challenge, checking in with a trusted adult (and start to seek help or support if needed).	Keeping Safe • Talk about examples of rules and age restrictions that are there to keep them safe. • Identifying possible risks/hazards in the home and outside. • Explore how to keep safe and reduce risks at home and in their local environment.	Keeping Safe • Identify situations where age restrictions apply. • Know what consent is, how to give and receive it. • How to get help from a grown-up and to keep on trying if the adult does not listen. • Identify and assess risk online/offline. (Including in the home and when playing out). • Discuss ways to reduce risks at home and in the local environment in order to stay safe.	Keeping Safe • Explain reasons for age restrictions/ regulations. • Predict, assess and manage risks online and offline. (Including road, water and rail safety). • Explore how the pressure/ excitement in the moment can affect how we manage risk.
Being Safe Online • Begin to recognise that digital devices are used with adult support. • Start to become aware that there are simple rules such as staying with an adult. • Begin to understand that devices should be used for a short time. • Begin to understand the difference between what is real and what is not. • Communicate feelings or concerns about what they see or hear online. • Begin to follow guidance and boundaries around screen use, learning when to stop and transition to other activities. • Start to think about consequences, understanding that asking an adult before clicking or continuing helps keep them safe.	Being Safe Online • Explore basic rules for keeping safe and well online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.	Being Safe Online • Explain basic strategies to help keep themselves safe and well online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report, screen time.	Being Safe Online • Identify strategies for keeping safe and well online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. • Identify the benefits and risks of AI and Chatbots .