



Cuddington Primary School

Personal Development Essential Learning, Assessment and Skills Progression



CUDDINGTON
Primary School



Respect Collaborate Aspire

Creating Success Together



Personal Development Essential Learning and Assessment Questions

Our Personal Development curriculum is structured around key strands, including **valuing differences, keeping safe, rights and responsibilities, relationships, being my best, and growing and changing**. These strands underpin learning and are revisited from Reception to Year 6, enabling pupils to build knowledge, skills, and understanding over time.

Through this progression, pupils develop the knowledge and confidence to make safe, informed decisions, understand themselves and others, and form positive relationships. They explore a range of themes including health and wellbeing, safety, relationships, and life in modern Britain.

Discussion, reflection, and real-life application are central to the curriculum. Pupils are encouraged to express their views, listen respectfully to others, and apply their learning in different contexts.

By revisiting key strands and building skills over time, pupils develop increasing independence, resilience, and responsibility, becoming confident individuals who can manage their own wellbeing, contribute positively to society, and navigate the wider world.

Reception

Essential Learning



Valuing differences <i>Recognising and respecting difference, being kind and caring</i>	Keeping safe <i>Asking for help, keeping healthy and staying safe around medicines</i>	Rights and Respect <i>Taking care and making choices</i>	Me and my relationships <i>Feelings and getting help</i>	Being my best <i>Making healthy choices and being persistent</i>	Growing and changing <i>Life cycles and girls and boys</i>
- I can celebrate our differences. - I can talk about my family life. - I can listen and be polite to what others tell me about their lives. - I can be kind, caring and helpful to others. - I can show good listening	- I can tell you what my body needs to stay healthy. - I can make safe decisions around medicines and things I don't know. - I can name some things that can be dangerous inside and outside. - I can tell you what is safe to play online	- I can help my family. - I can help to clean and tidy my home and classroom. - I can tell you some ways to look after our world. - I can be kind to friends and others. - I can talk about looking after money.	- I can recognise and be sensitive to the differences of others. - I can name people who help me and describe ways to help others. - I can talk about feelings and what can cause them. - I can tell you which trusted adults I can ask for help. - I can help a friend if they are sad or worried.	- I can keep trying if the way I choose doesn't work. - I can talk about the different types of feelings we have. - I can have a go at something new. - I can make my own healthy food choices. - I can make healthy sleep and exercise choices.	- I can describe the life cycle of an animal. - I can describe how a baby grows to an adult and what they might need. - I can tell you some things about how babies are made. - I can tell you the scientific names for my body parts.



	and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help.				I can tell you the PANTS rule.
Assessment Questions					
- How do you show respect if others have different interests, beliefs or ways of playing? - What does good listening look like? - How can you help a friend if they are in need?	- What decisions do you make for choosing food, sleep and personal self-care? - How do you behave safely around medicines? - What do you know about using tablets and online games?	- What responsibilities do you have at home or in the classroom? - What ways can you help the world? - How can you help someone if they are upset? - Why is money important?	- Can you tell me about a time when you fell out with a friend and how you both felt? - Which adults can you ask for help when you are feeling different emotions? - What do you know about the Zones of Regulation and what would you do if you were feeling in the ... zone?	- What do you do if you are finding an activity challenging? - Can you name different feelings? - How can you get better at something? - What healthy choices can you make at school and at home? - What can help you learn, play and sleep well?	- What are the changes in the seasons? - How do babies change over time? - Can you match a baby animal to its mother? - Can you tell me body part names in addition to private parts? - What trusted adults do you know? - How can you keep safe during times when they go to the toilet etc?
Essential Vocabulary					
Tier 1: friend family home	Tier 1: clean water sleep	Tier 1: family friends help	Tier 1: happy sad family	Tier 1: food fruit sleep	Tier 1: Baby Child Family Care
Tier 2 kind unkind special kindness	Tier 2: safe unsafe doctor adult	Tier 2: look after caring working together money	Tier 2: friends help kind special	Tier 2: vegetables exercise healthy energy	Tier 2: Grow / Growing Young Old
Tier 3 same different friendship	Tier 3: worried Tell trust	Tier 3: responsibility environment save	Tier 3: same different feelings	Tier 3: grow muscles heart	Tier 3: Animals Plants Adult



Year 1

Essential Learning



Valuing differences <i>Recognising, valuing and celebrating difference and developing tolerance</i>	Keeping safe <i>How our feelings can keep us safe, keeping healthy and medicine safety</i>	Rights and Responsibilities <i>Looking after things</i>	Me and my relationships <i>Feelings, getting help and classroom rules</i>	Being my best <i>Making healthy choices and being persistent</i>	Growing and changing <i>Getting help, becoming independent and body parts</i>
- I can say ways in which people are similar as well as different. - I can say why things sometimes seem unfair, even if they are not to me. - I can talk about what bullying is. - I can say ways to show kindness towards others.	- I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) - I can say what I can do if I have strong, but not so good feelings, to help me stay safe - I can say 'no' to unwanted touch and ask for help from a trusted adult. - I can say when medicines can be helpful or might be harmful.	- I can wash my hands correctly. - I can name ways to look after my home and school. - I can look after a special person or thing. - I can tell you some things that money is spent on. - I can get help if someone has hurt themselves.	- I can name different feelings and how they might make me behave. - I can suggest ways of dealing with 'not so good' feelings and how to help others. - I can recognise when I need help and who to ask. - I can listen to others and wait my turn to speak. - I can tell you which trusted adults at home and school keep me safe.	- I can choose a healthy meal with different food groups. - I can be persistent when learning a new skill. - I can name a few different ideas of what I can do if I find something difficult. - I can help my friends when they fall out. - I can explain why praise helps me to keep trying.	- I can tell you some things that babies need. - I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. - I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. - I can name the body parts girls and boys have that are the same and which body parts are different.



	I can tell you how to stay safe around medicine.				I can name the adults I can talk to at home and school if I need help.
Assessment Questions					
- Do you understand that bullying is often rare and how it is different to someone being unkind? - How can you show respect of differences amongst your friends? - What happens when people may not always agree or like the same things as you? - When might a friend need your help or kindness?	- Name some healthy decisions you make for food, sleep and personal self-care? - How can you live a healthy lifestyle at home? - What are the different emotions? - What do you know about medicines? - Can you name other ways to feel better (other than medicines)?	- What responsibilities to you have or take at home and school? - How can you keep things clean, tidy and cared for?	- Can you explain how your body is feeling at different moments? - How do your actions effect people's feelings? - Can you name some key people who keep you safe/who to turn to for help? - What does good listening look like?	- Can you explain a healthy choice? Can you give a reason for choosing/not choosing a particular food? - Why is exercise important? - How do they approach a challenge or different task? Are they confident to try new things? - What are their friendships like? Do they regularly fall out or can they manage this independently? Do they treat others fairly? - How do they respond to praise? Do they seek it?	- Can you describe what a baby may do or need? - Can you explain how babies communicate their needs? - Can you explain how someone would keep their private parts private? Why is this important?
Essential Vocabulary					
Tier 1: safe kind rules feelings	Tier 1: feelings safe help sleep	Tier 1: safe rules behaviour help	Tier 1: safe feelings help rules	Tier 1: healthy fruit vegetables clean	Tier 1: healthy sleep help safe
Tier 2: bullying fair family different	Tier 2: private (parts) medicine worried grow	Tier 2: responsibility money saving danger	Tier 2: kind listening friendship share	Tier 2: hygiene germs practice feelings	Tier 2: needs growing private (parts) unkind
Tier 3: respect equal	Tier 3: consent loss	Tier 3: consequences risk	Tier 3: apologise include	Tier 3: Confidence brain	Tier 3: bullying secret



Year 2

Essential Learning



Year 2					
Essential Learning					
Valuing differences <i>Being kind, helping others and developing listening skills.</i>	Keeping safe <i>Safe and unsafe secrets, appropriate touch and medicine safety</i>	Rights and Responsibilities <i>Cooperation and self-regulation</i>	Me and my relationships <i>Feelings, self-regulation, being a good friend, bullying teasing and our school rules about bullying</i>	Being my best <i>Looking after my body</i>	Growing and changing <i>Being supportive, dealing with loss and life cycles</i>
- I can be respectful of those who are different to me. - I can describe how someone can change someone's feelings. - I can tell you why it is important to show good listening to people who think differently to me. - I can name and suggest strategies to someone who feels left out. - I can be kind and use kind words to my friends.	- I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. - I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. - I can say what I do and don't like and who to ask for help. - I can give some examples of safe and unsafe secrets	- I can make choices that help me play and work well with others. - I can use some strategies when I feel upset or angry. - I can ask for help from a trusted adult. - I can name some ways I can look after my environment. - I can make choices with money.	- I understand we have different ways to express our feelings. - I can express my feelings in a safe, controlled way. - I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. - I can tell someone how they are making me feel. - I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	- I can explain what happens when I learn something new. - I can explain how setting a goal or goals will help me to achieve what I want to be able to do. - I can explain how hand hygiene stops virus' and germs from spreading. - I can give examples of what I can do and give to my body to stay healthy. - I can name different parts of my body that are inside me and help	- I can give support to a friend. - I can describe feelings of loss and suggest what someone can do if a friend moves away. - I can describe the stages of growth I have been through and what I look forward to in my future. - I can name the human private parts that are used to make a baby. - I can talk about keeping private parts private.



	and I can think of safe people who can help if something feels wrong. I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.			to turn food into energy.	
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Assessment Questions

- How do you choose and interact with your friends, and are you confident about joining or inviting others into play? - Can you recognise when someone's behaviour or feelings change, and explain what might have happened and how they are feeling?	- Can you tell other children about things you like and do not like, and understand what they are telling you with their words or actions? - Do you know when a touch is not okay, and can you tell a trusted adult if you feel unsafe? - Do you know the difference between a good surprise and a secret that you should tell a trusted adult about? - Do you know who your trusted adults are, and do you understand that your private parts should be kept private?	- Can you work and play with others, share your ideas, and listen to other people? - Can you talk about your behaviour and feelings using the right words? - Do you know which adults help to keep you safe, and can you ask them for help if you need it? - Can you explain how to look after your environment (for example, recycling and keeping things tidy) and show an understanding of how money is used?	- Can you be kind and helpful when other children are feeling upset, angry, or worried? - Can you talk about problems with others and try to solve disagreements in a calm way? - Can you explain what happened in a situation using the right words and understand when someone is being unkind? - Can you make and keep positive friendships, and stand up for yourself in a kind and respectful way?	- Do you keep trying when your work is difficult, and can you think of ways to solve a problem? - Can you make a simple plan and talk about what you want to achieve? - Can you show how to stay healthy by washing your hands properly and helping to stop germs from spreading? - Can you explain why some foods and activities are good for you, and use your words to explain how things work?	- Can you help your friends, show kindness, and say positive things to others? - Can you understand how other people might be feeling and show that you care? - Can you talk about something you would like to learn or get better at, and set yourself a simple goal? - Do you know who your trusted adults are, and can you ask for or give permission before doing something that affects someone else?
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Essential Vocabulary



Tier 1: feelings kind help listen	Tier 1: safe unsafe help tell	Tier 1: help share listen safe	Tier 1: feelings help kind friend	Tier 1: healthy clean practice help	Tier 1: help feelings change growing
Tier 2: respect different problem cooperate	Tier 2: feelings worried touch secret	Tier 2: responsibility turns money saving	Tier 2: friendship safe unkind include	Tier 2: germs hygiene food exercise	Tier 2: private safe tell care
Tier 3: behaviour solve	Tier 3: surprise medicine	Tier 3: risk environment	Tier 3: Bullying respect	Tier 3: goal brain	Tier 3: consent body

Year 3 Essential Learning  					
Valuing differences <i>Recognising and respecting diversity and being respectful and tolerant</i>	Keeping safe <i>Managing risk, staying safe online and drugs and their risks</i>	Rights and Responsibilities <i>Skills we need to develop as we grow up, helping and being helped</i>	Me and my relationships <i>Cooperation and friendships</i>	Being my best <i>Keeping myself healthy and celebrating and developing my skills.</i>	Growing and changing <i>Keeping safe, relationships and menstruation</i>
- I can give examples of different types of family. I respect these differences. - I can give examples of different community groups and what is good about having different groups.	- I can say what I could do to make a situation less risky or not risky at all. - I can demonstrate strategies for dealing with a risky situation - I can identify some key risks from and	- I can identify people who help me in different ways. - I can spot 'facts' and 'opinions' to help me share ideas. - I can make a plan. - I can choose a method. - I can identify different times and reasons to spend money.	- I can communicate my feelings and use this to try to manage my emotions. - I can collaborate with a team to achieve a goal. - I can accept I may not always agree with others. - I can listen and share my opinions respectively.	- I can choose foods that make a balanced meal. - I can explain how washing hands can prevent infections spreading. - I can describe how food, water and air get into the body and blood.	- I can explain what body space is and how it feels when someone is too close to me. - I can tell you some of the different relationships I have. - I can tell you what qualities a healthy



• I can use respectful language and communication skills when discussing with others. • I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. • I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. • I can suggest ways to deal with bullying and prejudice.	effects of cigarettes and alcohol. • I can give examples of strategies for safe browsing online. • I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	• I can give examples of how people earn money.	• I can say why friends may fall out and how they can make up. • I know how to look after my friends and stay friends.	• I can set goals and make a plan to develop a new skill.	positive relationship has. • I can describe how a girls and boys body will change when it reaches puberty. • I can tell you what happens to a woman's body when the sperm does not meet the egg.
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Assessment Questions

• What do you know about your community? (faith, culture and family traditions) • What communities/ groups can you talk about? • Have you supported a group in making and following rules? • What are our school rules or expectations on behaviour?	• What is their general behaviour regarding risk taking? How do they behave in social situations and during games/P.E. Do they generally follow school rules? Are they aware of potentially dangerous situations? • What is their prior knowledge and understanding of	• What is their understanding of what their community looks like? • Can they give an example? • Can also consider this within other subjects such as Science. • What ways do they currently help the environment? Can they suggest things that other people do? Are they aware of sustainable	• Do they use effective vocabulary when explaining how they are feeling? • Are they able to self-regulate heightened emotions of anger or frustration? • Do they take turns in listening and speaking during group activities? • Are they confident to share their opinions, understanding and accepting that some may disagree with them?	• Can they explain how different foods work and what they do to support their health? • Can they name other ways of preventing the spread of infections and germs. • Assess the vocabulary they use. Could they explain a process (e.g. how food is digested). • Do they set achievable goals? Do they recognise their	• Do they practice giving or asking for consent? Are they aware of appropriate touch? Do they express their feelings in an appropriate way? • Can they distinguish how they would behave with a parent/carer and a friend? Could they tell you what is different about their relationships?
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- Can you talk about some qualities that your friends or peers have? - What is the difference between bullying and teasing? <i>Do they know that it is important to speak to an adult if the situation is unsafe?</i>	- alcohol and cigarettes? - Consider their personal use of social media and online games. What knowledge do they already have regarding this topic? Do they take risks online? - What is 'personal' or 'appropriate'? Do you understand the dangers of sharing information?	- living, recycling and reducing waste? - Do they have experience of spending or saving money? Are they aware of how people earn money. Do they have an understanding of essential spending and non-essential spending?	Do they usually resolve disputes and arguments with their friends, seeking help when the situation gets more serious or bullying?	strengths and weaknesses?	- Consider their friendships within school. Do they use vocabulary such as trust, kindness, caring, listening, support? - What is their current experience (some may be going through changes already)? Do they use the correct vocabulary? Do they also make reference to emotional changes? - Do they use the correct vocabulary? Do they know the names of their own private parts?
Essential Vocabulary					
Tier 1: kind same different	Tier 1: safe unsafe trust	Tier 1: help fair money	Tier 1: friend feelings safe	Tier 1: healthy energy skills	Tier 1: feelings caring private
Tier 2: respect belonging community bullying	Tier 2: danger risk consequence decision	Tier 2: responsible rules opinion volunteer	Tier 2: rules respect trust compromise	Tier 2: balanced diet hygiene teamwork goals	Tier 2: relationships trust body space puberty
Tier 3: stereotype prejudice discrimination	Tier 3: internet safety misinformation phishing	Tier 3: fake news misinformation income	Tier 3: conflict point of view apologise	Tier 3: achieve ambitions collaboration	Tier 3: personal information online relationships menstruation



Year 4

Essential Learning



Valuing differences <i>Recognising and celebrating differences and understanding and challenging stereotypes</i>	Keeping safe <i>Managing risk and understanding drug use (cigarette and alcohol use) influences</i>	Rights and Responsibilities <i>Decisions about spending money, media influence and making a difference</i>	Me and my relationships <i>Recognising feelings, bullying and assertive skills.</i>	Being my best <i>Having choices and making decisions about my health and taking care of my environment</i>	Growing and changing <i>Managing difficult feelings, relationships including marriage and body changes during puberty</i>
- I can give examples of different faiths and cultures and positive things about having these differences. - I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - I can empathise with people who have been, and currently are, subjected to injustice, including through racism. - I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	- I can demonstrate strategies for dealing with a risky situation - I can give examples of people or things that might influence me to take risks and make decisions. - I can give reasons for why most people choose not to smoke, or drink too much alcohol. - I can explain what might happen if people take unsafe or inappropriate risks. - I can identify images that are safe or unsafe to share online.	- I can name some responsibilities and rights that I have. - I can share ideas and make decisions that effect others. - I can give my own opinion based on facts, opinions and other influences. - I can give examples of how I can support others as a bystander. - I can explain how others have a financial responsibility to their families and community. - I can give examples of choices and decisions with money that will affect me.	- I can talk about how feelings change and be different for others. - I can read different emotions by a persons body language. - I can say 'no' in a calm and controlled way. - I can name some qualities or strategies that help team work. I am aware of others and their needs when working together - I can say what to do if I am, or a friend is, hurt or bullied by another person. - I can recognise the qualities of a healthy relationship.	- I can say how being unique makes everyone special, different and valuable. - I can give examples of choices I make and the choices others make for me. - I can plan a healthy, balanced meal. - I can give examples of the ways people can look after their physical and mental wellbeing. - I can give different examples of some of the things that I do already to help look after my environment.	- I can describe how change can make a person feel (both negative and positive). - I can explain why young people can have mixed up feelings when they go through puperty. - I can explain why puberty happens. - I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. - I can explain why some people choose to get married, have a civil ceremony or live together.



- I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) - I can reflect on how individual/group actions can impact on others in a positive or negative way.					
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Assessment Questions

- Could they tell you what they can learn from those who are different to them? Do they recognise that a diverse world gives greater opportunity? - Can they give examples of how to be respectful to those who are different to us? Could they ask or give examples of appropriate questions? Can they say how some cultures or faiths have different expectations some social behaviours.	- What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E. - Are they influenced by their friends in making decisions in school? Do they talk about what others do as opposed to what they decide to do? Do they have role models/people	- Can they define 'rights' and 'responsibilities'? Could they give you some examples of their responsibilities? - Do they currently participate in any volunteer programmes? Do they have any roles in supporting members of their family? Use as a discussion point to consider why we would support our community. - Do they understand the difference between facts and opinions? Can they name influences that can sway a persons choice or decision? - How do they support their friends in times of disputes and arguments?	- Do they use a variety of vocabulary for different intensity of feelings. For example to describe anger they would use frustrated, cross, mad, fed up, irritated, annoyed. - Do they have empathy towards others who react differently to a situation to themselves? - Are they assertive when communicating their wants, needs and wishes? - Do they work well in a group by listening, responding respectfully, remaining calm and including everyone? - Are they aware of negative behaviours such as teasing, bullying,	- Can they talk about the special qualities that they and their friends have? Can they explain how their friends are unique. - Do they show independence in making choices? Do they recognise where someone else needs to make choices for their benefits? - Do they make choices about their own diet? Can they explain the roles different food groups have in their bodies. - What choices do they make about their wellbeing? Do they do any activities or have	- Can they make links with this and changes during puberty? How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change. - How do they manage their own emotions? Can they make links with physical changes during puberty? - Can they talk about the reproduction cycle? Do they understand why people may not choose to have a baby? Do they know/use the
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- Are they aware of conflicts in the world regarding religion or race? Could they explain how someone may feel or react if they are discriminated against? - Are they aware of social expectations on body image and looks? Can they talk about how celebrity is often presented in the media? Can they give examples of how someone might want others to view them? - Can they discuss the impact of social media on young people? Have they heard about trolling, airbrushing or social media influencers? Do they have healthy/positive views on body image and lifestyle choices?	they look up to or celebrity idols? - Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions? - What is their understanding of a positive influence? Are there any misconceptions? - What do they know about consent? Do they practice consent in other ways? What is their prior knowledge of online safety and sharing image?	Are they a responsible friend? Do they consider the emotional needs of others? - What is their understanding of income and earning money? Are they aware of how their parents/carers earn money (if they have jobs)? Do they or have they participated in charitable events or projects? - Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit?	coersion, excluding others or discriminating. In friendship circles are they able to make positive/healthy choices without being pressured by others?	any interests that support their wellbeing?	correct vocabulary for body parts? - See above - Consider their own experience of marriage, civil partnerships or co-habiting. Can they give reasons why people do get married? Do they have an understanding of consent?
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Essential Vocabulary

Tier 1: friend respect fair	Tier 1: safe danger choice	Tier 1: rules help right	Tier 1: feelings friendly safe	Tier 1: unique healthy choice	Tier 1: feelings changes private
Tier 2: similarities	Tier 2: risk	Tier 2: responsibility	Tier 2: respect	Tier 2: wellbeing	Tier 2: Puberty



disagree conflict body space	assertive consequences privacy	respectful opinion community	teamwork assertive bullying	support community decision	hormones emotions relationships
Tier 3: Stereotype prejudice discrimination	Tier 3: online bullying influence artificial Intelligence (AI)	Tier 3: misinformation disinformation democracy	Tier 3: collaboration aggressor upstander	Tier 3: mental health balanced diet voluntary group	Tier 3: menstruation reproduction forced marriage

Year 5 Essential Learning  					
Valuing differences <i>Recognising and celebrating difference, influence and pressure of social media</i>	Keeping safe <i>Managing risk including staying safe online and norms around use of legal drugs (tobacco and alcohol)</i>	Rights and Responsibilities <i>Decisions about lending, borrowing and spending, rights and responsibilities relating to my health</i>	Me and my relationships <i>Feelings, friendship skills including compromise and assertive skills</i>	Being my best <i>Growing independence and taking responsibility, media awareness and safety</i>	Growing and changing <i>Managing difficult feelings, getting help and managing change</i>
- I can give examples of different faiths and cultures and positive things about having these differences. - I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - I can empathise with people who have been, and currently	- I can suggest what someone should do when faced with a risky situation. - I can protect my personal information online. I can recognise disrespectful behaviour online. - I can identify the risks in a specific situation (including emotional risks).	- I can develop ideas and opinions based on a current issue. I can present these with a group. - I can identify how the responsibilities of others impact me and my community. - I can give examples of barriers that can stop others following their responsibilities. - I can give examples of some of the rights and	- I can be assertive to keep myself happy, healthy and safe. - I can use strategies to resolve arguments or disagreements. - I can reflect on my behaviour, attitudes and qualities. - I am aware of the warning signs that a relationship could be unhealthy or unsafe.	- I can explain how one organ functions and how it contributes to the health of my body. - I can explain how choices relating to smoking and drinking can effect a persons health. - I can think of ways to improve a skill and the strategies that will help me do this. - I can name several qualities that make	- I can begin to manage challenging emotions by building my resili+W8+T8:T8:T12 - I can describe the emotions and feelings people have during puperty and some respectful strategies to deal with conflict. - I can identify how someone could deal with an unsafe situation by naming



are, subjected to injustice, including through racism. - I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. - I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) - I can reflect on how individual/group actions can impact on others in a positive or negative way.	- I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. - I can support someone who is being bullied.	responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. - I can suggest ways to spend and save money responsibly. - I can explain some things about finance and money. I can name a person who deals with money in my community.	- I can manage my emotional needs and any risks to them. - I can respond to emotions according to the situation and person.	people attractive that are nothing to do with how they look, but about how they behave. I can give examples of how I am independent and manage my own success.	trusted adults and strategies to stay safe. - I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. - I can give examples of feelings and emotions people have at times of change.
Assessment Questions					
- Could they tell you what they can learn from those who are different to them? Do they recognise that a diverse world gives greater opportunity? - Can they give examples of how to be respectful to	What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends?	- Check in with their knowledge and understanding of health and wellbeing. - Can they name people in their community or school who have a responsibility? - Have they also experienced this?	Is their behaviour flexible in their response to feelings according to context. For example would they behave differently if someone cried after hurting themselves, to if someone cried after losing a game.	- Link to your knowledge of their assessments in science. Consider any misconceptions. - Consider their own personal experience of people who drink and smoke. Can they recall essential information about the dangers of	- What is their understanding of resilience? Do they use it in their learning and other areas? How do they self-regulate their emotions? - Do they use different vocabulary to highlight intensity (e.g. cross, angry, frustrated,



those who are different to us? Could they ask or give examples of appropriate questions? Can they say how some cultures or faiths have different expectations some social behaviours. • Are they aware of conflicts in the world regarding religion or race? Could they explain how someone may feel or react if they are discriminated against? • Are they aware of social expectations on body image and looks? Can they talk about how celebrity is often presented in the media? Can they give examples of how someone might want others to view them? • Can they discuss the impact of social media on young people? Have they heard about trolling, airbrushing or social media influencers? Do they have healthy/positive views on body	Observe them during breaks and P.E. • Consider their behaviour amongst their friends. Are they respectful to others? Do they use appropriate language? What do they consider personal information? • Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions? • What is their understanding of bullying? Address misconceptions of the difference between bullying and teasing. What strategies do they already use when falling out with friends?	• Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit? • Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them?	• Can they manage most disputes in their friendship circles? Can they compromise and negotiate with their friends? • Do they usually work well with most children? • Do they show awareness of the importance of respecting others, showing kindness, including others and allowing others to be individual? • Do they have healthy relationships with their friends? Do they have time on their own as well as in groups? • Do they express their wants, needs and desires by considering the needs of others, in a constructive way and without being aggressive?	smoking and drinking too much alcohol. • Can they set a goal? When working in groups or individually do they work towards a goal? Can they evaluate and review their work? • When discussing body image, what do they understand about this term? Give them time to talk about their own emotions and feelings about their appearance. Do they speak positively about themselves and their friends? • Do they make choices regarding their wellbeing and emotions? Can they put strategies in place to manage their behaviour and emotions. Are they independent in their learning? Do they spend time alone?	mad)? Are they respectful of the emotions of other people? Consider their skills learnt or used during previous units. • Can they name trusted adults both in their personal life and community? Do they understand the importance of sharing unsafe secrets? • Check their understanding of the menstruation cycle. Do they use the correct vocabulary for reproductive organs? • Consider their experience of change and loss. How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change? Do they use relevant emotional terminology?
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image and lifestyle choices?					
Essential Vocabulary					
Tier 1: kind friend different	Tier 1: safe bullying pressure	Tier 1: fair choice money	Tier 1: friend lonely safe unsafe	Tier 1: healthy energy help	Tier 1: feelings trust growing up
Tier 2: respect equality stereotype biased	Tier 2: cyberbullying bystander risk assertive	Tier 2: Rights responsibility opinion community	Tier 2: communication conflict compromise assertive	Tier 2: responsibility independence community skills	Tier 2: wellbeing puberty hormones emotions
Tier 3: prejudice discrimination upstander	Tier 3: digital footprint upstander influence	Tier 3: misinformation disinformation credit	Tier 3: negotiation self-esteem	Tier 3: Resilience commitment sepsis	Tier 3: confidential body autonomy genitalia

Year 6					
Essential Learning					
Valuing differences <i>Recognising and reflecting on prejudice-based bullying and understanding bystander behaviour</i>	Keeping safe <i>Staying safe online, drugs (including the law) and emotional needs</i>	Rights and Responsibilities <i>Earning and saving money, understanding media bias, including social media and caring for communities and environment</i>	Me and my relationships <i>Cooperation, assertiveness and safe/unsafe touches</i>	Being my best <i>Looking after my body</i>	Growing and changing <i>Self-esteem, Keeping safe and body image</i>
I can explain the difference between a passive bystander and an active bystander and give	I can use safe, respectful and responsible behaviours and	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.	I can work through challenges I have with my friends with respect, assertiveness and understanding.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.	I can name some of the feelings and emotions people have during change.



an example of how active bystanders can help in bullying situations. • I can show respect to others by using verbal and non-verbal communication. • I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. • I can recognise how the media can reinforce gender stereotypes and begin to challenge this.	strategies when using social media. • I can give examples of how to safely share images online. • I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. • I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. • I can begin to make decisions independently and responsibly.	• I can discuss the reasons why people post online and the positive and negative effects relating to social media. • I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. • I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. • I can suggest ways that I can help my environment. • I can give examples of why we need a democratic society and how laws keep us safe.	• I can give examples of negotiation and compromise. I can use these skills in practical situations. • I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. • I can use assertive behaviours to keep myself safe from peer influence or pressure. • I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	• I can set goals so that I can achieve an aspiration. • I can tell you how I can overcome problems and challenges on the way to achieving my goals. • I can identify risk factors in a given situation • I can assess the level of risk and explain how a risk can be reduced.	• I can give examples of how someone could cope with or get support during puberty. • I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. • I can explain how to stay safe when sharing images and information online. • I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.
Assessment Questions					
• Amongst their friends and peers, can they demonstrate calm and assertive behaviour? Can they demonstrate or explain what active bystander behaviour looks like?	• Consider their prior knowledge of social media. Are they respectful and responsible amongst their peers? Are they aware of how social media can be used in positive and negative ways?	• What is their experience and understanding of social media? Can they tell you why there are age restrictions on social media apps? • Check their understanding of these financial terms. What exposure have they had	• How are they amongst their friends and peers? Do they usually work through challenges? Do they interact/play with a variety of children? Do they have a healthy/close relationship with one or a small number of people? • How do they work in group tasks or games? Do	• Consider their current wellbeing. What extra-curricular activities do they do inside/outside of school? Do they make independent choices about their mental or physical health? • When working in groups or individually	• What is their understanding of resilience? Do they use a broad range of vocabulary to describe emotions? What strategies do they use themselves? How do they self-regulate their feelings?



• Can they give examples of respectful verbal and non-verbal communication? Could they explain how someone could be upset by certain communication? Do they demonstrate these skills and understanding? • Can they give examples of stereotypes and certain groups that are often discriminated against? Are they aware of any examples of this in the community/news or media? Consider the types of communities they may be a part of. • Could they say why some people may discriminate or be prejudiced? Can they reflect on how some people fear difference and that which they don't understand? • Can they give examples of gender stereotypes? Can they share ways that people may feel	• Could they give you an example of appropriate images to share online? What are their own feelings and opinions regarding social media? • Consider what experience they may already have around alcohol. What is their understanding and view of alcohol consumption and its place in society? What do they consider the interests/activity of young people? What prior knowledge do they have of the laws and risks of alcohol? • How do they protect their own emotional needs? Are they confident to ask for something to meet their needs? Do they understand the difference between 'needs' and 'wants'? How does their emotional needs affect their behaviour? • What independent skills do they have?	to money handling. Are they aware of the financial responsibility of those close to them? • Do they already take part in any initiatives to support their community or the environment? Can they name any local figures or people who have responsibility in their community? Can they share ideas of how people can be more sustainable? • Do they have an awareness of climate change? What is their understanding of this? Do they practice sustainability in their home lives? • What is their response to laws and rule making? Do they understand the need for rules within school? Do they have any rules at home?	they cooperate with others? Do they use effective listening and communication skills? • Do they practice consent and safe touch amongst their peers? Do they understand which parts of their body are private? • Can they alter their behaviour and communication according to a group dynamic, task or circumstance? • Do they show empathy to others who may behave differently to themselves or because of personal circumstance? • Are they aware of their role in observing negative behaviour and the different ways to respond or behave?	do they work towards a goal? Can they evaluate and review their work? • What strategies do they currently use independently? • Do they take risks in their learning? • Do they plan ahead with risk-taking or challenges? Do they consider their emotional needs?	• Could they name people and places where someone can get support? What advice would they give to someone? Can they give sympathetic advice or support? • Consider their own body image? How do they describe themselves? What is their understanding of how the social media, influences and processes such as editing and filters affects a persons body image? What do they see as 'normal'? • Do they know the laws and restrictions around using social media? What can they recall from previous lessons in online safety? What is their experience of using social media? What do they consider risky behaviour online? • What advice would they offer - is it appropriate? Does it take into account previous learning about secrets, consent, appropriate touch and emotional needs? Can they explain why confidentiality would need to be broken?
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uncomfortable if they are forced to follow a particular stereotype? Could they give examples of how the media presents male and female products or ideas.	Do they have any class or school responsibilities? Do they consider the needs of others? Can they manage their own needs and behaviours or do they need support in this?				
Essential Vocabulary					
Tier 1: respect different kind empathy	Tier 1: safe help risk choice	Tier 1: respect responsibility community environment	Tier 1: respect assertive friendship help	Tier 1: goal healthy help calm	Tier 1: change body feelings safe
Tier 2: prejudice stereotype discrimination identity	Tier 2: online safety sharing privacy drug	Tier 2: fact opinion saving recycling	Tier 2: teamwork compromise peer pressure appropriate	Tier 2: wellbeing choice risk influence	Tier 2: puberty consent relationship identity
Tier 3: diversity gender identity	Tier 3: addiction illegal	Tier 3: democracy voting	Tier 3: abuse Illegal	Tier 3: aspiration self-esteem	Tier 3: reproduction contraception

Assessment Approach

Cuddington assesses pupils through discussion, observation, and application of knowledge in real-life and classroom contexts. Assessment focuses on pupils' ability to explain their understanding, demonstrate skills, and apply their learning to different situations.

Staff use the progression model to judge how well pupils are developing, moving from recognising and describing in EYFS/KS1 to explaining, evaluating, and applying knowledge independently in KS2.

Expected Standard: Pupils can independently demonstrate the key knowledge, vocabulary, and behaviours for their year group and apply these in familiar and unfamiliar contexts.



Skill Area	Reception	KS1 (Y1–2)	LKS2 (Y3–4)	UKS2 (Y5–6)
Self-Awareness	Recognise basic feelings and needs	Describe feelings and simple behaviours	Explain emotions and triggers	Reflect on emotions and manage responses independently
Relationships	Form simple friendships	Build positive relationships and resolve simple conflict	Work collaboratively and manage disagreements	Maintain healthy relationships and show empathy and respect
Safety & Risk	Recognise safe/unsafe situations	Understand basic risks and how to stay safe	Manage risk and make informed choices	Evaluate risks and make responsible decisions independently
Health & Wellbeing	Make simple healthy choices	Describe ways to stay healthy	Explain how choices impact health	Take responsibility for physical and mental wellbeing
Responsibility & Citizenship	Help others and follow rules	Understand rules and responsibilities	Explain rights, responsibilities and community roles	Evaluate impact of actions and contribute positively to society
Decision Making	Make simple choices	Make choices with support	Make informed decisions with reasoning	Make independent, responsible decisions
Communication	Express thoughts and feelings	Speak and listen respectfully	Discuss, explain and justify ideas	Debate, evaluate and articulate viewpoints clearly
Resilience & Independence	Try new things	Keep trying when things are difficult	Set goals and develop strategies	Show independence, resilience and adaptability