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Stages	Self-Awareness
Stage 5	I can respond with curiosity to stimuli about the ways in which we are special. I can respond with curiosity to stimuli about our family. I can respond with curiosity to stimuli about what anger is and what being angry feels like. I can respond to stimuli about what feeling upset/sad means. I can show that I am ready to participate in an activity. I can respond with curiosity to modelling of 'good listening'. I can take turns with adult support. I can respond with anticipation to stimuli depicting special people e.g. family, friends. I can respond to stimuli about different feelings.
Stage 6	I can identify myself and others e.g. family, peers. I can identify the emotion angry. I can identify the emotion upset/sad. I can begin to recognise that behaviours can hurt others. I can demonstrate being alert and ready to listen. I can demonstrate good listening. I can take turns with an adult. I can identify people who are special to me. I can identify family members. I can identify positive ways in which I can let others know how I feel.
Stage 7	I can identify things I am good at. I can begin to identify how I am special and unique. I can identify when people are being kind or unkind. I can identify how feelings can be hurt. I can identify what makes me feel angry/upset. I can identify actions/behaviours which show that we are being polite and courteous to other people. I can take turns with a peer. I can explore 'being fair' to one another. I can identify why family/friends/teachers/carers are special to me. I can identify who is in my family. I can explore the idea that people may disagree/'fall out'.
Stage 8	I can identify things I enjoy or make me happy. I can identify what I am good at. I can begin to understand that being unique means we might like and be good at different things from other people. I can explore what teasing is. I can identify why teasing/name-calling is not acceptable. I can identify when to listen. I can share an opinion or idea in a group situation with support. I can identify reasons why it may be upsetting for others if people don't wait for their turn. I can identify qualities of special people. I can identify how I feel when I am with special people e.g. happy, excited. I can identify how to treat others with respect.
Stage 9	I can describe what I can do well. I can identify areas where I need help to develop. I can identify hopes/wishes for my future. I can identify hurtful behaviour and bullying. I can recognise that bullying can happen online. I can identify/name trusted people/person. I can play/work with others and be kind so everyone feels happy. I can explore working collaboratively towards a shared goal. I can recognise occasions when we have worked as a team or in a group to achieve something. I can identify if someone has missed their turn. I can identify how special people care and help me with problems/difficulties. I can identify types of families. I can listen to another person's point of view.

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Stage 10	I can identify things to do for myself to help develop my strengths. I can identify my own hopes/wishes for my future and begin to explain how I might achieve them. I can explain what bullying is. I can recognise that bullying is unacceptable and I need to tell a trusted person. I can explain why listening and respecting peers helps us to get on with others. I can identify and demonstrate ways of improving our own practice when working in a team. I can offer constructive feedback to support others when working in our team. I can explain why 'turn-taking' can help everyone to feel included. I can identify ways in which we can ask for help. I can describe ways in which families can be different. I can explain that feelings about people can change.

Stages	**Self-care, Support & Safety**
Stage 5	I can experience different people who look after me. I can respond with curiosity to stimuli about the adults who are responsible for keeping me safe. I can respond to stimuli about the different ways to communicate with adults in school. I can respond to stimuli about ways of asking for help. I can respond to stimuli about what we mean by keeping a secret and what we mean by a surprise. I can respond to stimuli that belong to myself.
Stage 6	I can identify people who look after and help me. I can identify ways to keep physically safe in school. I can identify trusted adults in school. I can begin to explore 'public' and 'private' I can recognise what keeping something secret means. I can identify ways people communicate including online. I can identify personal belongings.
Stage 7	I can identify ways to care for people. I can identify self-care techniques e.g. brushing teeth, washing hands, getting dressed. I can describe ways to help keep ourselves physically safe out of school. I can identify people who are responsible for helping me keep physically safe. I can identify what trust is. I can identify 'public' and 'private' information. I can identify the difference between 'surprise' and a 'secret'. I can communicate a choice. I can explore the risks of communicating online. I can explore ways to take care of personal belongings. I can identify places that are 'public' and 'private'.
Stage 8	I can take part in self-care techniques with adult support. I can name and describe the feelings associated with not feeling safe e.g. worried, scared, frightened. I can describe some simple rules to keeping safe near water, railways, roads and fires. I can recognise that we do not have to trust someone just because they say I should. I can recognise that no adult can ask me to keep a secret. I can explain that we should not keep a secret that makes me feel uncomfortable, worried or anxious. I can explore ways to keep safe online e.g. using passwords, adult to support. I can identify that people may not be 'safe' online. I can identify things we should not share online e.g. address. I can request to borrow or use something that does not belong to myself. I can identify what is/is not appropriate to do in a public place e.g. get undressed.
Stage 9	I can identify simple ways to keep ourselves well. I can identify simple ways some germs/illnesses may be spread. I can take part in self-care techniques with minimal adult support. I can identify when someone might need first aid. I can explore the 'degrees of trust'-those people I can trust with less important things and those I can trust with more important things.

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	I can identify that I don't have to share something if I don't want to. I can identify what a 'dare' is. I can explore that people's identity online can be different to what it actually in real life. I can explore benefits of balancing time on electronic devices with other activities. I can describe how I may feel if personal belongings are lost or damaged. I can begin to explore the important of respecting others' belongings, privacy and feelings.
Stage 10	I can take part in self-care techniques independently. I can explain what can be done to prevent the spread of germs and why it is important. I can evaluate ways of keeping safe in a variety of situations. I can identify possible risks or hazards. I can recognise when a situation is an emergency and call 999 for help. I can give examples when I might take back trust. I can explain/demonstrate strategies to resist pressure to behave in inappropriate ways. I can explain practical ways to keep safe online. I can identify that what we many post online might affect others. I can identify basic rules for using social media e.g. age restrictions. I can identify who to report concerns to. I can demonstrate ways to give and not give permission in a scenario. I can explain why I must respect the rights of others who may refuse to lend something.

Stages	**Healthy Lifestyles**
Stage 5	I can respond to different stimuli around a healthy lifestyle e.g. fruit, vegetables, exercise. I can respond with curiosity to adult supporting with taking care of my body e.g. brushing my hair. I can explore people who help us when people are feeling unwell e.g. paramedic, doctor, nurse.
Stage 6	I can identify food that I like and dislike. I can help an adult take care of my body e.g. brush teeth. I can recognise the importance of simple rules for sun safety. I can recognise how I feel if I have not had enough sleep. I can identify ways to tell someone that I feel ill, uncomfortable and in pain. I can explore what to do if I am ill e.g. go to bed, go to doctors. I can recognise that medicines can help me feel better.
Stage 7	I can identify examples of healthy food. I can identify examples of foods that should be only eaten once in a while. I can demonstrate simple hygiene routines. I can take part in physical activities to support with improving physical and mental health. I can identify ways to stay safe in the sun. I can begin to understand that sleeping well is one way I can stay healthy. I can explain what I means to be hurt, unwell, uncomfortable or in pain. I can explore different types of medicines-go on my body e.g. cream and in our body e.g. injection. I can identify substances or chemicals around the home which I should never taste or swallow
Stage 8	I can name examples of healthy food. I can name example of foods that should be only eaten once in a while. I can name why it is important to take care of personal hygiene I can describe different ways to stay physically healthy. I can describe simple routines for going to bed/sleep. I can identify symptoms I can experience when I am not feeling well. I can recognise that people sometimes need to take medicine in different forms. I can understand what it is important not to touch, taste or take medicine without a trusted adult. I can understand why we should never take someone else's medicine.
Stage 9	I can explain what is meant by a healthy, balanced diet. I can give examples of occasions when we can make choices about the foods that we like to eat. I can recognise that some people may not be able to eat certain foods because they will make them ill (allergies).

	I can recognise what might happen if we don't take care of personal hygiene. I can explain the benefits of balancing food, exercise and rest. I can identify what might happen to my body if I don't protect it from the sun. I can identify who can give out medicine e.g. doctors, pharmacists. I can understand that injections can be given to prevent illness (e.g. vaccine). I can understand that I should not accept medicine from anyone and only from qualified person. I can describe how smoking and alcohol can affect people's health. I can identify who to take to if I am worried about my health
Stage 10	I can describe which foods we should only eat occasionally and explain why eating too much of them could harm my health. I can explore influences on my food choices and identify if they are positive or negative. I can explain why it is important to take care of my body both now and in the future. I can recognise how spending excessive times on electronic devices can affect sleep, mental and physical wellbeing. I can identify things that can stop me sleeping well. I can identify side effects of substances including smoking and alcohol. I can understand that no-one can ever make me smoke or drink alcohol if I do not want to.

Stages	**Feelings/Emotions/Mental Health**
Stage 5	I can respond with curiosity to different emotions. I can respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings. I can respond to stimuli about the ways people communicate feelings and needs.
Stage 6	I can identify different feelings/emotions. I can identify what makes me happy. I can identify what makes me sad. I can identify ways to communicate my feelings/emotions appropriately.
Stage 7	I can identify what feelings are so good and not so good. I can recognise that a change or loss can make me feel sad. I can recognise a person's signs, actions, facial expressions and body language to help identify how others may feel. I can identify ways to help myself to feel better.
Stage 8	I can explain why no-one has the right to make us feel unhappy, sad, angry. I can explore strategies to deal with uncomfortable emotions.
Stage 9	I can express the intensity of a feeling. I can give a reason why it is important that others know how we are feeling. I can describe ways to help others feel better. I can explain the importance of rest and spending times doing things I enjoy can help to make me feel happy.
Stage 10	I can explain that everyone experiences a range of feelings at different times. I can understand that my actions can affect others. I can describe/demonstrate how to respond appropriately to others' feelings.

Stages	**The World I Live In**
Stage 5	I can respond to different people in school. I can explore different jobs through role-play. I can respond to an adult modelling things we can and cannot do in school. I can explore how to care for pets. I can explore different groups I belong to e.g. family, class, school, faith. I can explore money. I can explore shops through role-play.
Stage 6	I can identify different people in school. I can identify different jobs that people I know do.

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	I can identify things we can and cannot do in school. I can identify ways to care for people and/or animals. I can identify different groups that I belong to. I can recognise how money is used e.g. buy something in a shop. I can understand that things in shops need to be bought.
Stage 7	I can identify similarities between people. I can identify differences between people. I can identify different jobs in school. I can identify things we can and cannot do outside of school. I can give reasons why is important to take care of people, animals and living things. I can describe things I do in the groups I belong to. I can identify places/situations where money is used to pay for things. I can recognise different ways to pay for things e.g. coins, notes, card.
Stage 8	I can recognise that people are all different and unique. I can begin to understand that all people are equal and should be respected. I can describe a range of jobs that people may have. I can identify qualities needed for a job. I can begin to identify a job I may like in the future. I can identify particular rules in school that keep us safe. I can identify how me and my family take care of my home. I can describe how being part of a group makes me feel. I can identify specific things I take part in as a member of these groups. I can understand where money comes from e.g. presents from relative, job, bank. I can identify things that I might spend money on e.g. food, clothes. I can identify ways of keeping money safe.
Stage 9	I can begin to explore what prejudice and discrimination is. I can understand why it is unacceptable to be rude or unkind towards other people. I can identify jobs that people do in the wider community. I can explain how rules and laws help us to live and work with other people outside of school. I can identify ways to take care of the school environment. I can describe what is meant to be part of a community. I can identify different groups that make up a community. I can identify what is meant by a 'need' and a 'want' in relation to spending money. I can explain what it means to save money and why we might do it.
Stage 10	I can recognise that sometimes I can hear or read something that is rude or unkind about other people. I can identify who to report this to. I can understand why I should not share information which is rude or unkind. I can explain why I should not call emergency services for a joke or dare. I can begin to recognise how strengths, qualities and things we learn in school may link to possible future jobs. I can identify what might happen if I do not follow the rules and law. I can begin to understand what might happen if the environment is not taken care of. I can contribute positively to part of my community. I can begin to understand how to budget money. I can identify possible consequences of losing money or not having enough money.

Stages	**Relationships, Growing Up & Changing**
Stage 5	I can explore how I have changed from a baby to myself now. I can respond with curiosity to adults pointing to body parts. I can respond with interest to stimuli about different kinds of physical contact we experience e.g. hand holding, hug, adult helping. I can respond to an adult modelling touch.
Stage 6	I can identify some of the differences between a baby, child and an adult. I can identify body parts.

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	I can recognise that bodies change as people become adults. I can identify some of the ways adults may touch us as part of daily-care, during play or to show affection. I can begin to demonstrate how to express if I don't feel comfortable. I can identify different types of relationships. I can identify who makes up my family.
Stage 7	I can describe how our needs have changed since we were a baby. I can describe the differences between male and female bodies. I can begin to recognise that I need to respect other people's bodies. I can identify when physical contact may be inappropriate. I can begin to explore scenarios where it may be okay for someone to make me feel uncomfortable e.g. injections, cleaning cuts, graze. That these might be when I am unwell, injured or need medical treatment. I can identify different types of family.
Stage 8	I can describe some of things I can do now, that I couldn't do as a baby. I can describe some of the physical changes that occur as I grow up e.g. body shape, height. I can identify different types of physical contact. I can identify acceptable and unacceptable touch. I can begin to explore how to respond to unwanted physical contact. I can understand that two people who love and care for one another can be in a romantic relationship and it is different from a friendship.
Stage 9	I can sequence the stages of a human life cycle. I can describe what happens during puberty I can name male and female reproductive organs. I can understand that we have the right to protect my body from inappropriate/unwanted touching. I can recognise that two people in a long term relationship may live together or be married/civil partnership. I can recognise that marriage/civil partnership is a choice. I can recognise that two people who love and care for one another may or may not have children. I can identify the roles and responsibilities of parents and carers.
Stage 10	I can explain how the needs of babies, children, adults and older people may differ. I can recognise that people experience the physical and emotional changes of puberty. I can identify someone I can go to for help if I am worried about myself or others. I can explain the features of healthy and positive friendship or family relationship. I can recognise that relationships can between people of any gender.

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