



Golden Thread	Reception From EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. 	<ul style="list-style-type: none"> • Feeling Special and safe in class • Belonging to my Class • Making my Class a safe place for everybody to learn • Recognising feeling proud of an achievement • Recognising a range of feelings when I face certain consequences • Understanding my choices when following the class rules or charters. 	<ul style="list-style-type: none"> • Identifying hopes and fears for the year ahead; Recognising when I feel worried and knowing who to ask for help • Understanding the rights and responsibilities for being a member of my class and my school • Helping to make my class a safe and fair place – rewards and consequences • Working cooperatively with others • Understanding my choices when following the class rules or charters. 	<ul style="list-style-type: none"> • Recognising my worth, identifying positive things about me and my achievements; setting personal goals. • Facing new challenges positively, making responsible choices and asking for help. • Understanding the need for rules and their relationship to rights and responsibilities. • Understanding my behaviour brings rewards or consequences. • Making responsible choices and taking action. 	<ul style="list-style-type: none"> • Knowing my attitudes and actions make a difference to my class team. • Knowing my school community, the roles people play and how I fit in. • Knowing how democracy works in my school. • Understanding the affect my actions have on others and myself; caring for others’ feelings and trying to empathise. • Understanding how groups come together to make decisions. • Understanding how democracy and 	<ul style="list-style-type: none"> • Facing new challenges positively and setting personal goals. • Understanding my rights and responsibilities as a British citizen • Understanding my rights and responsibilities as a British citizen and as a member of my school. • Making choices about my own behaviour because I understand how rewards and consequences feel. • Understanding how an individual’s behaviour can affect a group. 	<ul style="list-style-type: none"> • Identifying goals for the year, understanding and expressing my fears and worries for the future. • Knowing there are universal rights for children but many do not have these met. • Knowing my actions can affect others locally and globally. • Making choices about behaviour in relation to rewards and consequences, rights and responsibilities. • Working as a group and the impact of individuals.



				<ul style="list-style-type: none"> Knowing my actions affect others and trying to see things from their point of view. 	<p>having a voice benefits the school community.</p>	<ul style="list-style-type: none"> Knowing how I can participate in democracy and the school community. 	<ul style="list-style-type: none"> Knowing how democracy and having a voice benefits the school community.
<p>Celebrating Difference</p>	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Knowing some ways in which I am the same as some of my friends. Knowing some ways in which I am different from some of my friends. Understanding how being bullied might feel. Being kind to children who are bullied. Knowing how it feels to make a new friend. Understanding that our differences make us all special and unique. 	<ul style="list-style-type: none"> Understanding stereotyping – knowing some ways in which boys and girls are similar and feeling good about this. Understanding stereotyping – knowing some ways in which boys and girls are different and accept that this is ok. Understanding that bullying is sometimes about difference. Recognising what is right & wrong, knowing how to look after myself and stand up for myself and 	<ul style="list-style-type: none"> Understanding that everybody’s family is different and important to them. Understanding that differences and conflicts sometimes happen among family members. Knowing what it means to be a witness to bullying and helping the victim feel better. Knowing that witnesses can make a situation better or worse by what they do. 	<ul style="list-style-type: none"> Understanding that we sometimes make assumptions based on what people look like. Understanding what influences me to make assumptions. Knowing that sometimes bullying is hard to spot but what to do if I think it is. Knowing why witnesses sometimes join in with bullying and sometimes don’t tell. Identifying what is special about me and 	<ul style="list-style-type: none"> Understanding that cultural differences can cause conflict. Understanding what racism is. Understanding how rumour spreading and name-calling can be bullying behaviours. Understanding direct and indirect bullying Comparing my life with people in the developing world. Respecting my own and other people’s culture. 	<ul style="list-style-type: none"> Understanding the perceptions of normality. Understanding how disability can affect someone’s life. Explaining how a person or a group can have power over another. Understanding why some people bully. Celebrating amazing lives of people living with a disability. Exploring differences – some cause conflict; others cause celebration.



			<p>others, getting help.</p> <ul style="list-style-type: none"> • Knowing how it feels to be a friend and have a friend. • Celebrating differences and still being friends 	<ul style="list-style-type: none"> • Recognising that some words are used in hurtful ways. • Knowing my words can affect others' feelings – compliments and consequences. 	<p>ways in which I am unique.</p> <ul style="list-style-type: none"> • Changing first impressions. 		
<p>Dreams and Goals</p>	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <ul style="list-style-type: none"> • Develop social phrases. 	<ul style="list-style-type: none"> • Identifying my successes and achievements • Setting and achieving goals. • Working well with others to achieve something • Tackling new challenges and stretching our learning –how do we feel? • Seeing obstacles which make achieving more difficult and overcoming them. 	<ul style="list-style-type: none"> • Choosing realistic goals and thinking about how to achieve them. • Finding out about my learning strengths and perseverance. • Recognising who it is easy for me to work with and who it is more difficult to work with. • Working cooperatively with others to solve problems and recognising how it feels to 	<ul style="list-style-type: none"> • Respect and admiration for people who overcome obstacles (e.g. disability) to achieve goals. • Identifying dreams and ambitions. • Facing new challenges and breaking them down into achievable steps. • Being responsible for my own learning, using strengths to achieve. • Recognising obstacles to 	<ul style="list-style-type: none"> • Sharing hopes and dreams. • Understanding that sometimes hopes and dreams do not come true and that this can hurt. • Understanding that thinking about positive and happy experiences can help counteract disappointment • Planning for new goals, even after disappointment • Setting small steps to achieve a goal 	<ul style="list-style-type: none"> • Understanding that I will need money to help me achieve some of my dreams. • Investigating jobs, careers and how much people earn. • Understanding how learning and education give me opportunities to help me build my future. • Describing dreams and goals of young people in a culture 	<ul style="list-style-type: none"> • Setting challenging, but realistic goals. • Working out the steps to success and motivation. • Identify problems in the world that concern me. • Working with others to make the world a better place. • Knowing what others admire about me and accepting praise.



		<ul style="list-style-type: none"> Succeeding in challenges, feelings and celebration. 	<p>be part of the group.</p> <ul style="list-style-type: none"> Sharing successes. 	<p>my achievement and managing feelings of frustration.</p> <ul style="list-style-type: none"> Evaluating my own learning. 	<p>as part of a group.</p> <ul style="list-style-type: none"> Identifying the contributions made by individuals to a group success. 	<p>different to mine.</p> <ul style="list-style-type: none"> Communicating with, and learning from, people of a different culture. Positively contributing to supporting young people here and abroad to meet their aspirations. 	
<p>Healthy Me</p>	<ul style="list-style-type: none"> Manage their own needs. - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine 	<ul style="list-style-type: none"> Understanding the difference between being healthy & unhealthy, and knowing some ways to keep myself healthy Making healthy lifestyle choices Knowing how to keep myself clean & healthy, understanding how germs can cause disease. 	<ul style="list-style-type: none"> Knowing what I need to keep my body healthy. Learning to be, and recognising being, relaxed. Understanding how medicines work and using them safely. Knowing about food groups and eating healthily 	<ul style="list-style-type: none"> Understanding how exercise affects my heart, lungs and my body. Setting fitness challenges. Knowing about my attitude towards drugs. Identifying how to keep safe and some of the strategies I can use. Keeping safe from 	<ul style="list-style-type: none"> Recognising how different friendship groups form and how I fit in. Recognising changing dynamics within groups – leaders, followers, and the roles we take in different situations. Understanding the facts about smoking, why some people start to smoke 	<ul style="list-style-type: none"> Knowing the health risks of smoking and how tobacco affects the lungs, liver and heart. Knowing the risks of misusing alcohol, including anti-social behaviour, and the effects on the liver and heart. Knowing basic emergency first 	<ul style="list-style-type: none"> Discovering the best combination of food for my physical and emotional health. Finding out about different types of drugs and their effects on the body. Evaluating when alcohol is being used responsibly, anti-socially or being misused.



	<ul style="list-style-type: none"> - being a safe pedestrian 	<ul style="list-style-type: none"> • Knowing that all household products, including medicines, can be harmful if not used properly. • Understanding that medicines can help me if I feel poorly and I know how to use them safely • Knowing how to keep safe when crossing the road, and about people who can help me to stay safe • Recognising how being healthy helps me to feel happy. 	<ul style="list-style-type: none"> • Knowing foods that give me energy. • Sharing healthy food with friends. 	<ul style="list-style-type: none"> household substances. • Respecting and appreciating my body and knowing how important it is to take care of it. 	<ul style="list-style-type: none"> and its effects on health. • Understanding the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol. • Recognising when people are putting me under pressure and ways to resist this. • Using inner strength and assertiveness. 	<ul style="list-style-type: none"> aid and how to get help. • Understanding how media and celebrity culture promotes certain body types • Understanding the role food can play in people's lives and how eating disorders can develop relating to body image. • Knowing what makes a healthy lifestyle including healthy eating, and the choices I need to make in order to be happy. 	<ul style="list-style-type: none"> • Using basic emergency first aid procedures. • Understanding emotional wellness and attitudes towards mental health. • Understanding how to manage stress.
<p>Relationships</p>	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and 	<ul style="list-style-type: none"> • Identifying the members of my family and understanding that there are different types of family. 	<ul style="list-style-type: none"> • Accepting everyone's family is different and understanding that most 	<ul style="list-style-type: none"> • Investigating family roles and responsibilities • Identifying and putting into practise the 	<ul style="list-style-type: none"> • Identifying the web of relationships I am part of. • Identifying someone I love and express 	<ul style="list-style-type: none"> • Knowing my own characteristics and personal qualities. • Recognising how 	<ul style="list-style-type: none"> • Identifying important people in my life so far. • Exploring and understanding grief and loss.



	<p>friendships with peers.</p> <ul style="list-style-type: none"> Show sensitivity to their own and others' needs. Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> Knowing how to make new friends Recognising which forms of physical contact are acceptable and unacceptable to me. Knowing when I need help and how to ask for it. Knowing ways to praise myself and my qualities as a friend Appreciating people who are special to me. 	<p>people value their family.</p> <ul style="list-style-type: none"> Understanding safe physical contact. Understanding when it is good to keep a secret and when it is not. Understanding trust and appreciating people. Accepting appreciation from others. 	<p>skills of friendship.</p> <ul style="list-style-type: none"> Keeping myself safe. Explaining how some actions and work of people around the world help and influence my life. Sharing needs and rights with children around the world who live different lives. Expressing appreciation for my family and friends. 	<p>why they are special to me.</p> <ul style="list-style-type: none"> Sharing memories of someone I no longer see. Explaining different points of view on an animal rights issue Understanding how people feel when they love a special pet. Showing love and appreciation to the people and animals who are special to me. 	<p>friendships change, making new friends and coping with falling out.</p> <ul style="list-style-type: none"> Feeling attracted to someone but not being pressurised to have a boyfriend or girlfriend. Dealing with feelings of jealousy. Staying safe when using technology to communicate with friends 	<ul style="list-style-type: none"> Recognising when people are trying to gain power or control and how I can react. Using technology positively and safely.
<p>Changing Me</p>		<ul style="list-style-type: none"> Starting to understand the life cycle of animals and humans. Knowing that changes happen as we grow and that it is ok. 	<ul style="list-style-type: none"> Cycles of life in nature Understanding that growing older is not in our control. Recognising how my body has changed since I was a baby and 	<ul style="list-style-type: none"> Knowing how babies grow. Understanding how babies grow in the uterus and what a baby needs to live and grow. Knowing the changes on the 	<ul style="list-style-type: none"> Understanding that some of my personal characteristics come from my birth parents and the joining of their sperm and egg. Using the correct names 	<ul style="list-style-type: none"> Developing self-esteem and being aware of self-image and body image. Explaining girls' and boys' body changes in puberty 	<ul style="list-style-type: none"> Developing my self-esteem. Looking after yourself physically and emotionally during puberty. Asking questions I need



		<ul style="list-style-type: none"> • Understanding that some things about me have changed and some stay the same. • Recognising how my body has changed since I was a baby. • Respecting my body and knowing which parts are private. Identifying the parts of the body which make boys different to girls and using the correct terms –penis, testicles, vagina. • Understanding every time I learn something new, I change a little bit. • Knowing about changes in my life and 	<p>where I am on the continuum from young to old.</p> <ul style="list-style-type: none"> • Expressing what I like or don't like about being a boy or a girl, use the correct terms for parts of the body and appreciating some parts of my body are private. • Gaining confidence to say what I like, don't like and asking for help. • Looking forward to changes I will make when I am in year 3. 	<p>outside of boys' and girls' bodies as they grow up.</p> <ul style="list-style-type: none"> • Knowing the changes inside boys' and girls' bodies as they grow up and why these changes are necessary. • Recognising stereotypes about parenting and family roles. • Identifying what I am looking forward to when in year 4. 	<p>for the external parts of male and female bodies responsible for making a baby.</p> <ul style="list-style-type: none"> • Describing the changes in a girl's body in puberty. • Knowing when to make changes to benefit myself. • Positively managing fears and concerns about changes outside of my control. • Identifying what I am looking forward to when I am in year 5. 	<ul style="list-style-type: none"> • Understanding conception in the process of making babies. Knowing about IVF to help people have babies. • Identify the positive changes about becoming a teenager, and the growing responsibilities it brings. • Identifying what I am looking forward to when I am in year 6. 	<p>answering about puberty.</p> <ul style="list-style-type: none"> • Understanding the changes in a baby from conception to birth. • Understanding how physical attraction changes the nature of a relationship. • Preparing for secondary school.
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