



	Skills	Vocabulary
EYFS	<p>I can share my feelings with others.</p> <p>I can name people who can help me and describe how.</p> <p>I can identify trusted adults.</p> <p>I can help a friend if they are sad or worried.</p>	<p>Special, practice, effort, same, different, family, friends, feelings, happy, sad, kind, helpful.</p> <p>Special people, help</p>
Year 1	<p>I can name different feelings and how they may make me behave.</p> <p>I can suggest ways to deal with behaviour and how to help others.</p> <p>I can recognise when I need help and who to ask.</p> <p>I can listen to others and wait my turn.</p> <p>I can tell you which trusted adults are at home and at school to keep me safe.</p>	<p>Rules. Safe. Responsibility, work together, listening, feelings, behaviour, body language, emotions, safe, support, heal, making up</p>
Year 2	<p>I understand different ways to express our feelings.</p> <p>I can express my feelings in a safe and controlled way.</p> <p>I can tell you some ways that I can get help.</p> <p>I can tell someone how they are making me feel.</p> <p>I can give you lots of ideas about being what makes a good friend and how to be one.</p>	<p>Happy, safe, caring, friendly, rules, feelings, help, friendship, bullying, repeated, teasing, regular</p>
Year 3	<p>I understand we have different ways to express our feelings.</p> <p>I can collaborate with a team to achieve a goal.</p> <p>I can accept I may not always agree with others.</p> <p>I can listen and share my opinion respectfully.</p> <p>I can say why my friends may fall out and how they can make up.</p> <p>I know how to look after my friends.</p>	<p>Rules, safety, friendship, falling out, making up, compromise, conflict, point of view, cooperate, collaborative, strategies, calm, apologise, listen, making up, continuum, opinions, respectful, courteous, challenging, dare, persuade, feelings, responsibility, loss, care</p>
Year 4	<p>I can talk about how feelings change and be different to others.</p> <p>I can read different emotions by a person's body language.</p>	<p>Collaborate, teamwork, respect, responsibilities, aggressive, rude, consequence, assertive, aggressive, negotiate, compromise, unhappy, devastated, miserable, distressed, lonely, ignored,</p>



	<p>I can say 'no' calmly.</p> <p>I can name strategies how to work as a team.</p> <p>I can say what to do if I am, or a friend is hurt or bullied.</p> <p>I can recognise the qualities of a healthy relationship</p>	<p>isolated, abandoned, apologetic, regretful, remorseful, rueful, repentant, aching, sore, agonising, painful, happy, delighted, ecstatic, joyful, calm, untroubled, assured, confident, peaceful, scared, frightened, petrified, terrified, bothered, body language, pressure, tease, bully, independent.</p>
Year 5	<p>I can talk about how feeling change and be different to others.</p> <p>I can use strategies to resolve arguments or disagreements.</p> <p>I can reflect on my behaviour and qualities.</p> <p>I am aware of the warning signs that a relationship is unsafe or unhealthy.</p> <p>I can manage my emotional needs and any risks.</p> <p>I can respond to emotions according to the situation and person.</p>	<p>Collaborate, negotiation, compromise, conflict, resolution, non-verbal, body language, insensitive, unhealthy relationship, physical abuse, verbal abuse, sexual abuse, uncomfortable, unsafe, emotions, emotional needs, assertive, passive, aggressive.</p>
Year 6	<p>I can work through challenges that arise with friends.</p> <p>I can give examples of negotiation and compromise.</p> <p>I know types of touch and know how to get help if someone experiences inappropriate or illegal touch.</p> <p>I can use assertive behaviours to keep myself safe.</p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>	<p>Collaboration, teamwork, negotiation, compromise, balanced friendship, respectful, assertive, sensitive, thoughtful, response, resolution, peer pressure, marriage, civil partnership, forced marriage, illegal, inappropriate, appropriate.</p>