

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Wellbeing</b>	<b>KS1</b>	<p><b>LKS2</b></p> <p>Demonstrate a basic understanding of what a healthy lifestyle is, how to make informed choices about health and wellbeing and begin to recognise when they may need help and where to get this.</p> <p>Demonstrate how to respond in an emergency.</p> <p>Have a some understanding of how to keep physically and emotionally safe – including internet safety.</p> <p>Be able to identify some that risks to emotional wellbeing and physical and mental safety.</p> <p>Understanding of how the body changes during puberty.</p>		<p><b>UKS2</b></p> <p>Demonstrate a secure understanding of what constitutes a healthy lifestyle and how to maintain physical, emotional and mental wellbeing and how to stay safe.</p> <p>Be able to make informed choices about complex issues for maintaining a healthy lifestyle and be able to suggest risk factors and influences involved that prevent this and how these can be managed, seeking help if necessary.</p> <p>Show a clear understanding of emotions around grief and how the body and emotions change during puberty.</p> <p>Understand how the body changes during puberty and explain human conception and reproduction.</p>	

<ul style="list-style-type: none"> <li>- about what keeping healthy means, different ways to keep healthy</li> <li>- about foods that support good health and the risks of eating too much sugar</li> <li>- about how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>- about why sleep is important and different ways to rest and relax</li> <li>- simple hygiene routines that can stop germs from spreading</li> <li>- that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> <li>- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> <li>- how to keep safe in the sun and protect skin from sun damage</li> <li>- about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>- about the people who help us to stay physically healthy</li> <li>- about different feelings that humans can experience</li> <li>- how to recognise and name different feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Goal setting – what is a goal setting achievable goals</li> <li>- Hygiene – (bacteria and virus) – link to Covid. How simple hygiene routines can stop the spread of diseases.</li> <li>- Balanced lifestyles – making decisions about health.</li> <li>- Keeping safe – school rules on health and safety, basic first- aid. Understand risk and dangers</li> <li>- People who help us stay safe.</li> <li>-Describing feelings and how and where they feel in the body and managing them. How emotions can be in conflict.</li> <li>- Balanced lifestyles – what makes a balanced diet; making choices about food. What they need to consider when making these choices.</li> <li>- Habits - what they are and how they can be hard to break.</li> <li>- Managing risk – keeping safe in the local environment.</li> <li>- Puberty - identify external genitalia.</li> </ul>	<ul style="list-style-type: none"> <li>- Goal setting – setting achievable goals in and out of school.</li> <li>- Hygiene (recap) (bacteria and virus) link to Covid. How hygiene routines can help stop diseases. Understand joint responsibility in stopping the spread.</li> <li>- Keeping safe in the local area and online</li> <li>-People who help keep us safe and where/how to get help</li> <li>-Changes that happen and the feelings associated with them</li> <li>-Media and images and how these affect feelings Media and images – understand that the images portrayed are not always reality - they are ‘created’ for a purpose. What effect can this have?</li> <li>- Balanced lifestyle – what is that (make good choices food, exercise etc)</li> <li>- Drugs good and bad – tobacco, caffeine and alcohol and good medicine.</li> <li>- Changes at puberty –Recap external genitalia and how the body begins to grow and the importance of hygiene.</li> <li>- Personal strengths and how these can help us achieve.</li> <li>-Dealing with negative pressure.</li> </ul>	<ul style="list-style-type: none"> <li>- Goal setting – personal strengths and link to goals.</li> <li>- Hygiene (bacteria and virus) link to covid. Discuss hygiene routines. Can discuss different routines in home and school. Understand their responsibility of practising hygiene in home and school.</li> <li>- Keeping safe – personal safety including sharing images, online, phone and in the environment</li> <li>- Managing physical and mental risk</li> <li>- Seeking help</li> <li>- Emotions – dealing with complex emotions for good mental health.</li> <li>- The effects of positivity and negativity on physical and mental health</li> <li>- Coping with change, transition and grief</li> <li>- Making informed decisions for a balanced lifestyle including food, effect of exercise and drugs and how they link for physical and mental health.</li> <li>- Drugs – legal and illegal</li> <li>- Celebrating success and recognising personal qualities and how they can be developed.</li> <li>- Puberty as a time of change - naming of external genitalia and</li> </ul>	<ul style="list-style-type: none"> <li>- Goal setting – aspirations and smaller needed steps to achieve them.</li> <li>- Hygiene – types of viruses and how they can be transmitted in certain ways and the effect they can have (bacteria and virus) link to Covid. Understand their role in stopping the spread.</li> <li>- Independence and increased responsibility and safety</li> <li>- Managing risk and peer pressure</li> <li>- Keeping safe – personal, (physical including FGM) online and phone.</li> <li>- Who can help them stay safe and where to get that help from different types of risk and danger.</li> <li>- The effects of positivity and negativity on physical and mental health including a balanced lifestyle.</li> <li>- Media and images and how these representations effect how people feel about themselves</li> <li>- Celebrating success and having high aspirations and how our qualities help us achieve these.</li> <li>- Change and loss – including death and change in family status etc</li> <li>- Puberty (re-cap) and human reproduction</li> </ul>
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<ul style="list-style-type: none"> <li>- how feelings can affect people's bodies and how they behave</li> <li>- how to recognise what others might be feeling</li> <li>- to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>- about ways of sharing feelings; a range of words to describe feelings</li> <li>- about things that help people feel good (e.g., playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>- different things they can do to manage big feelings, to help calm themselves down and/ or change their mood when they don't feel good</li> <li>- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> <li>- to recognise what makes them special</li> <li>- to recognise the ways in which we are all unique</li> <li>- to identify what they are good at, what they like and dislike</li> <li>- how to manage when finding things difficult</li> </ul>			<p>internal reproductive organs, menstruation and how to maintain personal hygiene during puberty. (Fertilisation of seeds etc and periods but not human reproduction.)</p>	<p>naming of external genitalia internal reproductive organs and menstruation, how to maintain personal hygiene during puberty. Human reproduction and conception. Other physical events during puberty e.g., wet dreams and skin changes and how to manage emotions associated with developing relationships.</p>
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	<ul style="list-style-type: none"> <li>- to name the main parts of the body including external genitalia (e.g., vulva, vagina, penis, testicles)</li> <li>- about growing and changing from young to old and how people's needs change</li> <li>- about preparing to move to a new class/year group</li> <li>- about rules and age restrictions that keep us safe</li> <li>- to recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>- about how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters)</li> <li>- that household products (including medicines) can be harmful if not used correctly</li> </ul>				
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	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
<b>Living in the wider world</b>	<b>KS1</b>	<p><b>LKS2</b></p> <p>Demonstrate how to respect themselves and others and the importance of acting responsibly.</p> <p>Show a basic understanding of the rights and responsibilities as members of families, other groups and ultimately citizens.</p> <p>Discuss different groups they belong to, the groups in their local community and the importance of showing tolerance and respect for these.</p> <p>Show an awareness of how important it is to protect the environment.</p> <p>Understand money plays an important part in people's lives, where it comes from and understand basic enterprise.</p>		<p><b>UKS2</b></p> <p>Demonstrate a secure understanding of how to respect themselves and others and the importance of responsible behaviours and actions.</p> <p>Explain confidently that with rights, come responsibilities for members of a family, different and diverse community groups and global citizens.</p> <p>Have a secure understanding of the importance of showing respect for equality and diversity in a wider, diverse community.</p> <p>Have a comprehensive understanding of the ways humans are harming the environment and make suggestions about steps that could be taken to stop it.</p> <p>Show a developing understanding of how important money in a wider context, how to keep it safe and the importance of managing it effectively, including taxes, loans etc</p> <p>To have a securer, developing understanding of enterprise.</p>	

<ul style="list-style-type: none"> <li>- about what rules are, why they are needed, and why different rules are needed for different situations</li> <li>- how people and other living things have different needs; about the responsibilities of caring for them</li> <li>- about things they can do to help look after their environment</li> <li>- about the different groups they belong to</li> <li>- about the different roles and responsibilities people have in their community</li> <li>- to recognise the ways they are the same as, and different to, other people</li> <li>- about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>- about the role of the internet in everyday life</li> <li>- that not all information seen online is true</li> <li>- what money is; forms that money comes in; that money comes from different sources</li> <li>- that people make different choices about how to save and spend money</li> <li>- about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and debate health and wellbeing issues. What things can keep them healthy – sleep etc.</li> <li>- Rules and laws – What is a rule? What is a law? Classroom and school rules. How they keep us safe.</li> <li>- Dealing with conflict – agreeing and disagreeing and how deal with emotions that go with this.</li> <li>- Being part of a community – who works in the community.</li> <li>- Looking after the environment – litter etc</li> <li>- Human and children’s rights. What are basic rights? Children have their own – why?</li> <li>- People, places and customs. Discuss their family traditions and customs and maybe that of groups. Why are these important to groups/individuals?</li> <li>- Money – role of money in life. Why do we need it? How does it work globally?</li> <li>- What is enterprise – give some examples and explain ways to raise money etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and debate health and wellbeing issues. Suggest areas that could be discussed. Providing advice about staying healthy e.g., food, sleep exercise.</li> <li>- Rules and laws – (re-cap what they are). Law in the wider community (police monitor these rules).</li> <li>- UNICEF rights of the child. Know we all have basic human rights – what are they? Discuss Child’s rights. Why do children need their own? What ones are the most important?</li> <li>- Anti-social behaviour – what it is and how it can affect people.</li> <li>- Difference and diversity within the UK – what does this mean? How should these groups be treated?</li> <li>- Role of money – managing money - budgeting, saving, what is meant by interest and loan</li> <li>- Sustainability and the environment across the world. The earth provides us with resources that are finite – what can we do about this? How does it affect the environment?</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and debate health and wellbeing issues –debate health issues in the current media of the time (could be obesity, increase in diabetes etc). Steps to take to look after their own well-being.</li> <li>- Law making – changing laws. How are laws made and how to be part of changing them.</li> <li>- People and customs (democracy)</li> <li>- Anti-social behaviour including vandalism. How this can affect others and how we can challenge it.</li> <li>- Dealing with conflict – respecting different points of view.</li> <li>- Identity and diversity (including customs and ethnic and religious identity) – how do we show tolerance?</li> <li>- Media and social media – how these can distort reality and the issues associated with this.</li> <li>- Money – role finance plays in people’s lives, managing loans, debts, interest and tax; what is enterprise? Being a critical consumer.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and debate health and wellbeing issues including the link between physical and mental wellbeing and the risk factors involved.</li> <li>- British Law (democracy) and cultural practices - arranged marriages and FGM.</li> <li>- UNICEF rights of the child - the importance and why they are legally binding. Discuss the most important for them. How do organisations meet these rights? These supersede cultural practises.</li> <li>- Illegal practices (understanding that cultural beliefs are over-ridden by human rights e.g. FGM)</li> <li>- Being part of a community and groups that support this – diversity and equality.</li> <li>- How resources are allocated and the effects on people, community and environment</li> <li>- Diversity in the community (including ethnic and religious) and how stereotypes work and why we need to challenge them.</li> <li>- Money – loans and finances</li> <li>- Entrepreneurs – what does this mean? How can we become entrepreneurs?</li> </ul>
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	<ul style="list-style-type: none"><li>- that money needs to be looked after; different ways of doing this</li><li>- that everyone has different strengths</li><li>- that jobs help people to earn money to pay for things</li><li>- different jobs that people they know or people who work in the community do</li><li>- about some of the strengths and interests someone might need to do different jobs</li></ul>				
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	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>	<b>KS1</b>	<p><b>LKS2</b></p> <p>Demonstrate a basic understanding of different types of relationships and show respect and tolerance of diverse relationships. This should include family and people who care for them, caring friendships, respectful relationships including online.</p> <p>Know how to create positive friendships and solve conflict in friendships.</p> <p>Demonstrate a basic understanding of consent and personal boundaries.</p> <p>Know some places to seek help if needed.</p>		<p><b>UKS2</b></p> <p>Demonstrate a secure understanding of different types of relationships. This should include family and people who care for them, caring friendships, respectful relationships, committed loving relationships - including online relationships.</p> <p>Have a secure understanding of why respect and tolerance of diverse relationships is needed.</p> <p>Show the ability to recognise a healthy versus unhealthy relationship/behaviours and how to keep themselves safe.</p> <p>Show a secure understanding of consent and acceptable and unacceptable touching.</p> <p>Know a variety of places where to seek help if they feel unsafe in a relationship or if they fear for others.</p>	

<ul style="list-style-type: none"> <li>- About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>- To identify the people who love and care for them and what they do to help them feel cared for</li> <li>-About different types of families including those that may be different to their own</li> <li>- To identify common features of family life</li> <li>- That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>-About how people make friends and what makes a good friendship</li> <li>-About how to recognise when they or someone else feels lonely and what to do</li> <li>- Simple strategies to resolve arguments between friends positively</li> <li>- How to ask for help if a friendship is making them feel unhappy</li> <li>- That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>- About how people may feel if they experience hurtful behaviour or bullying</li> <li>- That hurtful behaviour (offline and online) including teasing, name-calling, bullying</li> </ul>	<ul style="list-style-type: none"> <li>- Good friendships – maintaining good friendships</li> <li>- Healthy relationships – <u>consent and personal space – asking people to be near them and waiting for yes to be too close.</u></li> <li>- Collaborative working – What is a shared goal? skills needed to work in a group. Things that cause arguments, what they can do to work in a group.</li> <li>- Secrets and confidentiality – understand when it is ok to keep a secret and the types of things that can be kept a secret.</li> <li>- Feelings and empathy – responding to emotions in others. Understand a wider range of emotions and how they show and how to respond to them.</li> <li>- Valuing difference (stereotypes). What is a stereotype? Types of stereotyping. The problems stereotyping can lead to.</li> <li>- Recognising and responding to bullying – the different places it can take place. What they can do to help.</li> <li>- Managing dares. What is a dare? How does it feel to be dared? When might it not be ok to give or accept a dare?</li> </ul>	<ul style="list-style-type: none"> <li>- Friendships and families and how they make us feel.</li> <li>- Physical contact – acceptable and unacceptable – <u>consent and physical boundaries e.g. – is it ok to hug anyone? Who is it acceptable to have physical contact with.</u></li> <li>- Collaborative working – solving disputes among peers</li> <li>- Recognising different emotions in self and others – how feelings can affect thoughts and behaviours.</li> <li>- Share points of view – how to listen respectfully even if you disagree. Why is it important to consider another’s point of view? How can you challenge a point of view?</li> <li>- Confidentiality and when to break that. Describe the feelings when we are asked to keep a secret.</li> <li>- Identity and discrimination including bullying. Understand why these behaviours are hurtful and the effect they have. Understand the difference between playful teasing and being hurtful.</li> </ul>	<ul style="list-style-type: none"> <li>- Friendships and families – types and what makes a healthy relationship. Skills to keep a healthy friendship/relationship.</li> <li>- Collaborative learning – compromise and negotiation (actions have consequences)</li> <li>- Privacy – <u>consent and personal boundaries – When should you have privacy? What does privacy mean? Are their times when you shouldn’t have privacy?</u></li> <li>- Dealing with emotions and listening to others including raising concerns in a respectful manner.</li> <li>- Valuing difference (stereotypes). Give different types of stereotyping in the media. How this can lead to discrimination.</li> <li>- Discrimination including bullying and how to challenge in a safe and non-threatening way.</li> <li>- Confidentiality – what does it mean to keep a confidence. What type of things do you need to keep confidential? When do the behaviours of another person indicates they should not keep the secret</li> </ul>	<ul style="list-style-type: none"> <li>- Committed loving relationships – recognise what an unhealthy relationship looks like.</li> <li>- Physical contact – acceptable and unacceptable - and sexual (arranged marriage, FGM etc)</li> <li>- touching – <u>consent</u> Personal boundaries -right to privacy</li> <li>- How actions affect others.</li> <li>- Emotions and confidentiality and when to break a confidence – understand that sometimes keeping a confidence can cause harm.</li> <li>- Understanding what makes us different – how language and images can contribute to the way we view ourselves.</li> <li>- Challenging discrimination, stereotypes and bullying and the effect it can have on others – understand the correct use of gender, sex and sexual orientation. (Show Red Card Week) How can they help?</li> <li>- Managing dares – understand the difference between a dare and a challenge, the dangers they pose and where to get help/advice.</li> <li>- Managing conflict and listening to different points</li> </ul>
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	<p>and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <ul style="list-style-type: none"> <li>- That sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>- How to respond safely to adults they don't know</li> <li>- About how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>- About knowing there are situations when they should ask for permission and also when their permission should be sought</li> <li>- About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>- Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>- What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>- About what is kind and unkind behaviour, and how this can affect others</li> <li>- About how to treat themselves and others with</li> </ul>				<p>of view and responding appropriately.</p>
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	<p>respect; how to be polite and courteous</p> <ul style="list-style-type: none"><li>- To recognise the ways in which they are the same and different to others</li><li>- How to listen to other people and play and work cooperatively</li><li>- How to talk about and share their opinions on things that matter to them</li></ul>				
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