

	Theme 1: Relationships	Theme 2: Living in the wider world	Theme 3: Health and Wellbeing
EYFS			
Year 1	<p>Communicate their feelings to others, and recognise how others show feelings and how to respond.</p> <p>Recognise how their behaviour affects other people.</p> <p>Share their opinions on things that matter to them, and explain their views through discussions with one other person and the whole class.</p> <p>Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>Recognising privacy: staying safe: seeking permission.</p> <p>Identify and respect the differences and similarities between people and families.</p> <p>Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>Construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>Understand that people and all living things, in the environment, have needs and they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>Using the internet, digital devices and communicating online safely.</p> <p>Strengths and interests: jobs in the community.</p> <p>Explain that they belong to various groups and communities such as family and school.</p>	<p>Explain what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Recognises what they like and dislike, how to make real, informed choices that improve their physical and emotional health, and recognise that choices can have good and not so good consequences.</p> <p>Think about themselves to learn from experiences, to recognise and celebrate strengths and what makes them unique and set simple but challenging goals.</p> <p>Explain about good and not so good feelings, using vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>Talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>Recognise that rules and age restrictions help them stay safe including online and that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>
Year 2	<p>Explain the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>Recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>Explain that people's bodies and feelings can be hurt (including who to tell and how to tell them)</p> <p>Talk about different kinds of teasing and bullying and that these are wrong and unacceptable.</p> <p>Talk about how to resist from teasing or bullying, if they experience it or witness it, whom to go to and how to get help.</p>	<p>Construct, and agree to follow, group and class rules and to understand how these rules help me.</p> <p>Contribute to the life of the classroom.</p> <p>Talk about what improves and harms my local, natural and built environments and about some of the ways people look after them.</p> <p>Say that money comes from different sources and can be used for different purposes; including the concepts of spending and saving.</p> <p>Talk about the role money plays in my life including how to manage their money, keep it safe, choices about spending money and what influences these choices.</p>	<p>Talk about the importance of and how to maintain personal hygiene.</p> <p>Talk about how some diseases are spread and can be controlled and the responsibilities I have for my own health and that of others.</p> <p>Recognise the main stages of the human life cycle.</p> <p>Talk about the process of growing from young to old and how people's needs change.</p> <p>Talk about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>Name the main parts of the body (including external genitalia).</p> <p>Describe the similarities and differences between girls and boys and challenge simple stereotypes.</p> <p>Understand that household products, including medicines, can be harmful if not used properly.</p> <p>Talk about rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets.</p> <p>Talk about people who look after them, their family networks, who they go to if they are worried and how to</p>

			attract their attention, and ways that they can help these people to look after them.
Year 3	<p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Recognise what constitutes a positive, healthy relationship. Describe how friends show they care and value each other. Describe feelings when disagreements occur. Identify what can help and not help when there are friendship problems. Recognise and manage 'dares'.</p> <p>Recognise and challenge stereotypes.</p>	<p>Understand why and how rules and laws that protect themselves and others are made and enforced and why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. Think about the lives of people living in other places, and people with different values and customs.</p>	<p>Recognise opportunities to make their own choices about food, what might influence these choices and the benefits of eating a balanced diet.</p> <p>Reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals.</p> <p>Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings towards others.</p> <p>Talk about people who are responsible for helping them stay healthy and safe, and ways that they can help these people. Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>
Year 4	<p>Develop the skills to develop and maintain positive and healthy relationships.</p> <p>Talk about and be aware of the different types of relationships. Including those between friends and families, civil partnerships and marriage.</p> <p>Understand that their actions affect themselves and others.</p>	<p>Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>Explain what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p>	<p>Make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>Recognise that they may experience conflicting emotions and when they might need to listen to their own emotions or overcome them.</p> <p>Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of resources, including people they know and the media.</p> <p>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe to be wrong.</p> <p>Explain school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Identify the physical changes that happen to their body during puberty (using scientific vocabulary) including the importance of personal hygiene. To understand how and why emotions may change and where to get help.</p>
Year 5	<p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Understand the 'concept' of 'keeping something confidential or secret;' when they should or should not agree to this and when it is right 'to break a confidence ' or 'share a secret'.</p>	<p>Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their own recommendations to appropriate people.</p>	<p>Recognise that increasing independence brings increased responsibility to themselves and others to keep safe.</p> <p>Understand what is meant by the term 'habit' and why habits can be hard to change.</p> <p>Explain which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their</p>

	<p>Listen to and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their viewpoints?</p>	<p>Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	<p>immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. Explain how their body and emotions will change as they approach and move through puberty and the importance of personal hygiene at this time. Recognise how images in the media do not always reflect reality and can affect how people feel about themselves. Recognise the importance of protecting personal information, including passwords addresses and images.</p>
Year 6	<p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. Explain that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see protected characteristics' in the Equality Act 2010). Identify different kinds of loving relationships. Recognise that relationships may change or end and how to manage this. Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).</p>	<p>Discuss the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', 'tax', (e.g. their contribution to society through the payment of VAT as an adult against as a child e.g. clothes/food). Explain that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. Talk about enterprise and the skills that make someone 'enterprising' and to explore and critique how the media present information.</p>	<p>Understand change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement and the emotions that they may encounter through this. Differentiate between the terms 'risk', 'danger', and 'hazard'. Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Understand more about the changes that happen at puberty. Understand about human reproduction including conception (and that this can be prevented). Develop strategies for keeping physically and emotionally safe including road safety, safety online (including social media, the responsible use of ICT and mobile phones) and safety in the environment (including rail, water and fire safety).</p>