

	<b>Relationships - Autumn term</b>	<b>Living in the wider world - Spring Term</b>	<b>Health and wellbeing - Summer Term</b>
Year R	<p>Initiates conversations, attends to and takes account of what others say.</p> <ul style="list-style-type: none"> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>• Children play group games with rules. They understand someone else's points of view can be different from theirs.</li> <li>• The resolve minor disagreements through listening to each other to come up with a fair solution.</li> </ul> <p>They understand what bullying is and that this is unacceptable behaviour.</p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <ul style="list-style-type: none"> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken something.</li> <li>• Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> </ul>	<p>Enjoys joining in with family customs and routines. • Children talk about past and present events in their own lives and in the lives of family members. • They know that other children don't always enjoy the same things, and are sensitive to this.</p> <ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> <li>• They know that other children have different likes and dislikes and that they may be good at different things.</li> <li>• They understand that different people have different beliefs, attitudes, customs and traditions, and why it is important to treat them with respect. • Looks closely at similarities, differences, patterns and change.</li> </ul> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <ul style="list-style-type: none"> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>• Children know that the environment and living things are influenced by human activity.</li> </ul>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <ul style="list-style-type: none"> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Children are confident to try new activities, and say why they like some activities more than others. • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> <li>• They say when they do or don't need help.</li> <li>• Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about things they don't find easy.</li> <li>• They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>

	<ul style="list-style-type: none"><li>• They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li><li>• Children know some ways to manage their feelings and are beginning to use these to maintain control.</li><li>• They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</li><li>• They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</li></ul>	<ul style="list-style-type: none"><li>• They can describe some actions which people in their own community do that help maintain the area they live in.</li></ul>	<ul style="list-style-type: none"><li>• Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li><li>• They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li><li>• Children know about and can make healthy choices in relation to healthy eating and exercise.</li><li>• They can dress and undress independently, successfully managing fastening buttons and laces.</li></ul>
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<p>Year 1</p>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>• To listen to other people and play and work cooperatively</li> <li>• To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>• Pupils gain strategies to resolve simple arguments through negotiation).</li> <li>• To recognise how their behaviour affects other people.</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>• How to contribute to the life of the classroom.</li> <li>• That they belong to various groups and communities such as family and school.</li> <li>• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> <li>• To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health</li> <li>• To recognise that choices can have good and not so good consequences.</li> <li>• About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• About the process of growing from young to old and how people's needs change.</li> <li>• The importance of and how to maintain personal hygiene.</li> <li>• About the process of growing from young to old and how people's needs change.</li> <li>• That household products, including medicines, can be harmful if not used properly.</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</li> </ul>
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<p>Year 2</p>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</li> <li>• To identify and respect the differences and similarities between people.</li> <li>• To 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).</li> <li>• That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> <li>• To offer constructive support and feedback to others.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>• About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>• About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</li> <li>• 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; road safety, cycle safety and safety in the environment (including rail , water and fire safety)).</li> <li>• How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</li> <li>• About growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</li> </ul>
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Year 3	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>That their actions affect themselves and others.</li> <li>To listen 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 to try to see, respect and if necessary constructively challenge their points of view.</li> <li>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li> <li>To recognise and respond appropriately to a wider range of feelings in others.</li> <li>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources,</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> <li>To think about the lives of people living in other places, and people with different values and customs.</li> <li>To explore and critique how the media present information.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>School rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>To differentiate between the terms, 'risk', 'danger' and 'hazard.'</li> <li>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</li> </ul>

	including people they know and the media.		
Year 4	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>• The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> <li>• To recognise and challenge stereotypes.</li> <li>• To recognise their increasing independence brings increased</li> <li>• Pupils responsibility to keep themselves and others safe.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</li> <li>• About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</li> <li>• That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</li> <li>•</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To 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.</li> <li>• To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</li> <li>• Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</li> <li>• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</li> </ul>

			<ul style="list-style-type: none"> <li>• What is meant by the term 'habit' and why habits can be hard to change.</li> <li>• About people who are responsible for helping them stay healthy and safe and ways that they can help these people.</li> <li>•</li> </ul>
Year 5	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudicebased language, how to respond and ask for help.</li> <li>• That their actions affect themselves and others.</li> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>• That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</li> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> <li>• About enterprise and the skills that make someone 'enterprising'.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• About human reproduction.</li> <li>• To 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 to others.</li> <li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</li> <li>• That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>• Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and</li> </ul>

	<ul style="list-style-type: none"> <li>To work collaboratively towards shared goals.</li> </ul>	<ul style="list-style-type: none"> <li>What being part of a community means, and about the varied institutions that support communities locally and nationally.</li> <li>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> </ul>	<p>fire safety), and safety online(including social media, the responsible use of ICT and mobile phones).</p> <ul style="list-style-type: none"> <li>How to 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'.</li> <li>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li> </ul>
Year 6	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.</li> <li>To 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.</li> <li>To recognise and challenge stereotypes.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. (both rotations)</li> <li>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation.</li> <li>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> </ul>	<p>Key skill: Pupils will be taught:</p> <ul style="list-style-type: none"> <li>What positively and negatively affects their physical, mental and emotional health (including the media).</li> <li>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital</li> </ul>

	<ul style="list-style-type: none"> <li>• 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).</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>• To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>• That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</li> </ul>	<p>mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p> <ul style="list-style-type: none"> <li>• How their body will, and emotions may, change as they approach and move through puberty.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</li> <li>• About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</li> </ul>
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British Values	SMSC	Core Values
<p>The below British Values are embedded into all units above</p> <ul style="list-style-type: none"> <li>- Democracy</li> <li>- Individual Liberty</li> <li>- Mutual respect</li> <li>- Tolerance of those with different faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>- Being respectful when talking about others' beliefs and opinions.</li> </ul>	<p>Kindness:</p> <ul style="list-style-type: none"> <li>- Shown towards each other when sharing opinions and views</li> <li>- Shown towards friends when problems arise</li> <li>- Shown towards self when considering own health and wellbeing.</li> </ul> <p>Respect:</p> <ul style="list-style-type: none"> <li>- Shown towards difference in culture, belief, views and opinions</li> </ul> <p>Resilience:</p> <ul style="list-style-type: none"> <li>- Being honest when sharing views, even when they are different to others.</li> </ul> <p>Creativity:</p> <ul style="list-style-type: none"> <li>- When finding solutions to problems</li> <li>- Showing empathy towards others when considering solutions to problems.</li> </ul>