



	Autumn term - Relationships	Spring term - Health	Summer Term
Y1	<p>We will learn</p> <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> to communicate our feelings to others, to recognise how others show feelings and how to respond to recognise that our behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong to recognise when people are being unkind either to us or others, how to respond, who to tell and what to say that people's bodies and feelings can be hurt <p><u>Healthy relationships</u></p> <ul style="list-style-type: none"> to listen to other people and play and work cooperatively to offer constructive support and feedback to others to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable <p><u>Valuing differences</u></p> <ul style="list-style-type: none"> to identify and respect the differences and similarities between people 	<p>We will learn :</p> <p><u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health to recognise what we like and dislike, how to make real, informed choices that improve our physical and emotional health, to recognise that choices can have good and not so good consequences about good and not so good feelings, a vocabulary to describe our feelings to others and simple strategies for managing feelings the importance of and how to maintain personal hygiene To learn how some diseases are spread and can be controlled; the responsibilities we have for our own health and that of others; to develop simple skills to help prevent diseases spreading <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> to think about ourselves, to learn from our experiences, to recognise and celebrate our strengths and set simple but challenging goals about the process of growing from young to old and how people's needs change. about growing and changing and new opportunities and responsibilities that increasing independence may bring <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used properly 	<p>We will learn :</p> <p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> how we can contribute to the life of the classroom and school to construct, and agree to follow, group and class rules and to understand how these rules help us that we belong to various groups and communities such as family and school about the 'special people' who work in our community and who are responsible for looking after us and protecting us; how people contact those special people when we need their help, including dialling 999 in an emergency to understand the ways in which we are the same as all other people; what we have in common with everyone else



Y2

We will learn

Feelings and emotions

- to communicate our feelings to others, recognise how others show feelings and how to respond.
- to recognise that our behaviour can affect other people
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to recognise when people are being unkind either to us or others, how to respond, who to tell and what to say
- that people's bodies and feelings can be hurt

Healthy relationships

- to listen to other people and play and work cooperatively
- to offer constructive support and feedback to others
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond
- to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable strategies to resist teasing or bullying, if we experience or witness it, whom to go to and how to get help

Valuing differences

- to identify and respect the differences and similarities between people

We will learn :

Healthy lifestyles

- to recognise good and not so good feelings, a vocabulary to describe our feelings to others and simple strategies for managing feelings

Growing and changing

- to think about ourselves, to learn from our experiences, to recognise and celebrate our strengths and set simple but challenging goals
- to understand change and loss and the associated feelings
- the names for the main parts of the body and the bodily similarities and differences between boys and girls

Keeping safe

- to understand the rules for and ways of keeping physically and emotionally safe
- to recognise people who look after us, our family networks, who to go to if we are worried and how to attract their attention .
- to understand about the ways that we can help the people who look after us to more easily protect us.
- to recognise that we share responsibility for keeping ourselves and others safe,
- when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that we do not need to keep secrets
- what is meant by 'privacy'; our right to keep things private; the importance of respecting others' privacy
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We will learn

Rights and responsibilities

- to understand that people and other living things have rights and that everyone has responsibilities to protect those rights
- to recognise ways in which we are all unique; understand that there has never been and will never be another 'me'

Taking care of the environment

- what improves and harms our local, natural and built environments and develop strategies and skills needed to care for these

Money

- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
- about the role money plays in our lives including how to keep it safe, choices about spending or saving money and what influences those choices



Y3

We will learn

Feelings and emotions

- to recognise and respond appropriately to a wider range of feelings in others

Healthy relationships

- that our actions affect ourselves and others
- to judge what kind of physical contact is acceptable unacceptable and how to respond
- 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 ourselves
- to understand personal boundaries; to identify what we are willing to share with our most special people; friends; classmates and others; and that we all have rights to privacy

Valuing differences

- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours
- how to recognise bullying and abuse in all its forms

We will learn :

Healthy lifestyles

- to understand what positively and negatively affects our physical, mental and emotional health.
- to understand how to make informed choices and to begin to understand the concept of a 'balanced lifestyle'.
- to recognise opportunities and develop the skills to make our own choices about food, understanding what might influence our choices and the benefits of eating a balanced diet.
- to understand school rules about health and safety, basic emergency aid procedures, where and how to get help

Growing and changing

- for pupils to reflect on and celebrate our achievements, identify our strengths, areas for improvement, set high aspirations and goals
- for pupils to deepen our understanding of good and not so good feelings, to extend our vocabulary to enable us to explain both the range and intensity of our feelings to others.
- for pupils to recognise that we may experience conflicting emotions and when we might need to listen to, or overcome these

Keeping safe

- how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people we know and the media.
- to recognise when we need help and to develop

We will learn

Rights and responsibilities

- to research, discuss and debate topical issues, problems and events that are of concern to us and offer our recommendations to appropriate people
- to understand that there are basic human rights shared by all peoples and all societies and that children have our own special rights set out in the United Nations Declaration of the Rights of the Child
- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for ourselves or for others at risk
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom



		<p>the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes us uncomfortable or anxious or that we think is wrong.</p> <ul style="list-style-type: none"> to develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of ourselves and others. how to manage requests for images of ourselves or others; what is and is not appropriate to ask for or share, who to talk to if we feel uncomfortable or are concerned by such a request. 	
<p>Y4</p>	<p>We will learn</p> <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others 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' to recognise and manage 'dares' <p><u>Healthy relationships</u></p> <ul style="list-style-type: none"> that our actions affect ourselves and others to judge what kind of physical contact is acceptable or unacceptable and how to respond 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 ourselves to recognise what constitutes a positive, healthy 	<p>We will learn</p> <p><u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> to understand what positively and negatively affects our physical, mental and emotional health. to understand how to make informed choices to understand that bacteria and viruses can affect health and that following simple routines can reduce their spread what is meant by the term 'habit' and why habits can be hard to change <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> to reflect on and celebrate our achievements, identify our strengths, areas for improvement, set high aspirations and goals to deepen our understanding of good and not so good feelings, to extend our vocabulary to enable us to explain both the range and intensity of our feelings to others. 	<p>We will learn</p> <p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer our recommendations to appropriate people that we have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices about the lives of people living in other places, and people with different values and customs <p><u>Taking care of the environment</u></p> <ul style="list-style-type: none"> that resources can be allocated in different ways and



	<p>relationship and develop the skills to form and maintain positive and healthy relationships</p> <ul style="list-style-type: none"> to recognise different types of relationship, including those between acquaintances, friends, relatives and families <p><u>Valuing differences</u></p> <ul style="list-style-type: none"> 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 to recognise and challenge stereotypes 	<ul style="list-style-type: none"> to recognise that we may experience conflicting emotions and when we might need to listen to, or overcome these. <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> to develop strategies for keeping physically and emotionally safe and safety in the environment to develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of ourselves and others. to manage requests for images of ourselves or others; what is and is not appropriate to ask for or share, who to talk to if we feel uncomfortable or are concerned by such a request. about people who are responsible for helping us stay healthy and safe; how we can help these people to keep us healthy and safe 	<p>that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>
<p>Y5</p>	<p>We will learn</p> <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others <p><u>Healthy relationships</u></p> <ul style="list-style-type: none"> to recognise ways in which a relationship can be unhealthy and whom to talk to if we need support that civil partnerships and marriage are examples of 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 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 	<p>We will learn</p> <p><u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> to understand what positively and negatively affects our physical, mental and emotional health. to understand how to make informed choices and to begin to understand the concept of a 'balanced lifestyle'. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about ourselves <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> to reflect on and celebrate our achievements, identify our strengths, areas for improvement, set high aspirations and goals to deepen our understanding of good and not so good 	<p>We will learn</p> <p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer our recommendations to appropriate people why and how rules and laws that protect ourselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules to understand that there are basic human rights shared by all peoples and all societies and that children have our own special rights set out in the United Nations Declaration of the Rights of the Child that these universal rights are there to protect



	<p>secret'</p> <ul style="list-style-type: none"> • that our actions affect ourselves and others • to judge what kind of physical contact is acceptable or unacceptable and how to respond • 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 ourselves <p><u>Valuing differences</u></p> <ul style="list-style-type: none"> • to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours • how to recognise bullying and abuse in all its forms 	<p>feelings, to extend our vocabulary to enable us to explain both the range and intensity of our feelings to others.</p> <ul style="list-style-type: none"> • to recognise that we may experience conflicting emotions and when we might need to listen to, or overcome these. <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • to differentiate between the terms, 'risk', 'danger', and 'hazard', recognise, predict and assess risks in different situations and decide how to manage them responsibly and use this an opportunity to build resilience. • to recognise how our increasing independence brings increased responsibility to keep ourselves and others safe. • to understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people we know and the media. • to recognise when we need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes us uncomfortable or anxious or that we think is wrong. • to develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of ourselves and others. • to manage requests for images of ourselves or others; what is and is not appropriate to ask for or share, who to talk to if we feel uncomfortable or are concerned by such a request. 	<p>everyone and have primacy both over national law and family and community practices</p> <ul style="list-style-type: none"> • what being part of a community means, and about the varied institutions that support communities locally and nationally • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • to explore and critique how the media present information • to critically examine what is presented to us in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others
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<p>Y6</p>	<p>We will learn</p> <p><u>Feelings and emotions</u></p> <ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others <p><u>Healthy relationships</u></p> <ul style="list-style-type: none"> that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others that our actions affect ourselves and others to judge what kind of physical contact is acceptable or unacceptable and how to respond to develop strategies to resolve disputes and conflict 	<p>We will learn</p> <p><u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> to understand what positively and negatively affects our physical, mental and emotional health. to understand how to make informed choices and to begin to understand the concept of a 'balanced lifestyle'. to learn which, why and how, commonly available substances and drugs can damage our immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> to reflect on and celebrate our achievements, identify our strengths, areas for improvement, set high aspirations and goals to deepen our understanding of good and not so good feelings, to extend our vocabulary to enable us to explain both the range and intensity of our feelings to 	<p>We will learn</p> <p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer our recommendations to appropriate people to know that there are some cultural practices which are against British law and universal human rights to explore and critique how the media present information to critically examine what is presented to us in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others <p><u>Money</u></p>



	<p>through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as ourselves</p> <ul style="list-style-type: none"> to understand personal boundaries; to identify what we are willing to share with our most special people; friends; classmates and others; and that we all have rights to privacy. <p><u>Valuing differences</u></p> <ul style="list-style-type: none"> 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 to recognise and challenge stereotypes about the difference between, and the terms associated with, sex, gender identity and sexual orientation 	<p>others.</p> <ul style="list-style-type: none"> to recognise that we may experience conflicting emotions and when we might need to listen to, or overcome these. about change, including transitions, loss, separation, divorce and bereavement <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> about taking care of our body, understanding that we have the right to protect our body from inappropriate and unwanted contact; understanding that actions can constitute abuse and are a crime, and develop the skills and strategies required to get support if we have fears for ourselves or our peers to develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of ourselves and others. to manage requests for images of ourselves or others; what is and is not appropriate to ask for or share, who to talk to if we feel uncomfortable or are concerned by such a request. 	<ul style="list-style-type: none"> about the role money plays in our own and others' lives, including how to manage our money and about being a critical consumer to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' what is meant by enterprise and begin to develop enterprise skills
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