

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Dinosaurs/ Traditional Tales	London	London	Disappearing Rainforests	Disappearing Rainforests
Skills:					
<p>Relationships Pupils should be taught how to:</p> <ol style="list-style-type: none"> develop and maintain a variety of healthy relationships, within a range of social/cultural contexts recognise and manage emotions within a range of relationships recognise risky or negative relationships including all forms of bullying and abuse respond to risky or negative relationships and ask for help respect equality and diversity in relationships. 	<p>Children can 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. <i>(Value of friendship)</i></p> <p>Children can work as part of a group or class and understand and follow rules. <i>(Getting on and falling out; Teamwork)</i></p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride. <i>(Teamwork)</i></p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. <i>(Bullying and teasing; Being kind)</i></p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way <i>(Making good choices)</i></p> <p>They begin to share their views and opinions (for example talking about fairness). <i>(Together everyone achieves more)</i></p> <p>They can set themselves simple goals. <i>(Brilliant brains)</i></p>	<p>Children can demonstrate that they recognise their own worth and that of others. <i>(Living in the wider world)</i></p> <p>They can express their views confidently and listen to and show respect for the views of others. <i>(Respecting rights)</i></p>	<p>They can express their views confidently and listen to and show respect for the views of others. <i>(Living in the wider world)</i></p> <p>They know what a friend is and does and how to cope with some friendship problems</p>
<p>Health and Wellbeing Pupils should be taught:</p> <ol style="list-style-type: none"> what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing 	<p>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children are confident to try new activities and say why they like some activities more than others. <i>(Teamwork)</i></p> <p>They are confident to speak in a familiar group, and will talk about their ideas. <i>(Discussing values and friendship)</i></p> <p>They say when they do or don't need help <i>(Getting on and falling out)</i></p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. <i>(year A)</i></p> <p>(Covers dental hygiene)</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. <i>(Covers dental hygiene)</i></p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. <i>(year A)</i></p>	<p>Children can make choices about how to develop healthy lifestyles.</p> <p>Children learn how to maintain physical, mental and emotional health and wellbeing (Aiming High)</p>	<p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p> <p>Children learn how to make informed choices about health and wellbeing and to recognise sources of help with this (Aiming High)</p>
<p>Living in the Wider World. Pupils should be taught:</p> <ol style="list-style-type: none"> about respect for self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively 	<p>They take account of one another's ideas about how to organise their activity. <i>(Teamwork)</i></p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. <i>(Value of friendship; looking after living things)</i></p>	<p>Children can explain different ways that family and friends should care for one another. <i>(Together everyone achieves more; Listening; Making good choices)</i></p> <p>The understand how money plays an important part in people's lives <i>(Money matters)</i></p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. <i>(Bullying and teasing)</i></p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). (Being kind; Listening)</p>	<p>Children can explain how their actions have consequences for themselves and others. <i>(Respecting rights: rights without responsibilities?)</i></p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it. <i>(Respecting rights; Respect; Are we so different?)</i></p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it. <i>(Respecting rights; Respect; Are we so different?)</i></p> <p>They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p>

<p>7. how money plays an important part in people's lives 8. a basic understanding of enterprise.</p>	<p>Chn know about the importance of respecting and protecting the environment (Dinosaurs and all that rubbish)</p>		<p>They can identify and respect differences and similarities between people. (Together everyone achieves more)</p> <p>Children understand where money comes from, keeping it safe and the importance of managing it effectively (Money matters)</p>	<p>They can show how they care for the environment (e.g. animals and school grounds)</p>	<p>They understand how to respect equality and to be a productive member of a diverse community (No limit!)</p>
<p>Knowledge</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>
<p>INTENT: NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-6): A1: Physical health and mental wellbeing: Mental wellbeing; Internet safety and harms; physical health and fitness; health eating; drugs, alcohol and tobacco; health prevention; basic first aid; changing adolescent body A2: Relationships Education: Families & people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe A3: Living in the Wider World: contributing to society; following rules; rights and responsibilities; caring for the environment; managing money; similarities and differences; people who help us Local context (Public Health England): family homelessness; dental hygiene; hospital admissions for mental health / self harm/ substance misuse 10-24), early conception, Yr 6 obesity SHUE 2019: dental health; physical activity; peer pressure; friendship and bullying; smoking; body changes</p>	<p>Dinosaurs Discussing value of friendship ("Long Neck & Thunder food"); Looking after living things including plants and animals; Environment "Dinosaurs and all that rubbish" Traditional Tales Getting on a falling out; Teamwork - building houses/bridges</p>	<p>Relationships - TEAM Together everyone achieves more - identifying teams they belong to. Belonging to groups and communities; Listening - being a good listener Being kind - kind and unkind, constructive support; Bullying and teasing - recognise different forms of unkind behaviour, teasing and bullying; Brilliant brains - how to be a positive learner; Making good choices - identify good and not-so good choices and recognise what they like/dislike Dental hygiene (stand-alone lesson: brushing teeth; foods to avoid; wobbly teeth) Living in the Wider World - Money Matters Money; - where it comes from and why we need it Keep it safe - ; choices about keeping money safe and why this is important Save or spend? use for different purposes and why it is important to keep track of spending Want or need? - role of money; choices Look after it - how to keep belongings safe; new opportunities and responsibilities; Going shopping - what influences choices</p>	<p>Relationships - TEAM Together everyone achieves more - identifying teams they belong to. 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Gender does not limit; understand about the range of jobs available When I grow up - jobs and skills for the future; how they can make their own contribution to the future Living in the Wider World - Respecting Rights Rights; what rights are and that all people share the same rights Are all rights equal? know the Universal Declaration of Human Rights and the Declaration of the Rights of the Child and why they are important Rules; explain what a democracy is and how this relates to rules and human rights Rights without responsibilities? Human rights are not dependent on responsibilities. Respect; Respecting the rights of others and why this is important Are we so different? how stereotypes can stop people's human rights being met</p>	<p>Health & Wellbeing - Aiming high Achievements - how actions help them achieve; face new challenges Goals - identify personal goals; make responsible choices Always learning - positive learning attitudes; look for help Jobs and skills - identify skills and attributes needed to do certain jobs; No limit! Gender does not limit; understand about the range of jobs available When I grow up - jobs and skills for the future; how they can make their own contribution to the future Living in the Wider World - Respecting Rights Rights; what rights are and that all people share the same rights Are all rights equal? know the Universal Declaration of Human Rights and the Declaration of the Rights of the Child and why they are important Rules; explain what a democracy is and how this relates to rules and human rights Rights without responsibilities? 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