

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
<b>Topic</b>	<b>All About Me/Fabulous Festivals</b>	<b>Famous People</b>	<b>Famous People</b>	<b>Tomb Raiders</b>	<b>Tomb Raiders</b>
<b>Skills:</b>					
<p><b>Relationships</b> Pupils should be taught how to:</p> <ol style="list-style-type: none"> <li>develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>recognise and manage emotions within a range of relationships</li> <li>recognise risky or negative relationships including all forms of bullying and abuse</li> <li>respond to risky or negative relationships and ask for help</li> <li>respect equality and diversity in relationships.</li> </ol>	<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>(New beginnings; Class rules &amp; routines)</i></p> <p>Children can work as part of a group or class and understand and follow rules. <i>(Class rules; families and communities)</i></p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. <i>(Think positive)</i></p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. <i>(Think positive)</i></p> <p>They begin to share their views and opinions (for example talking about fairness). <i>(Families; Friends; Falling out)</i></p> <p>They can set themselves simple goals. <i>(Go getters)</i></p>	<p>Children can demonstrate that they recognise their own worth and that of others. <i>(Relationships: VIPs)</i></p> <p>They can express their views confidently and listen to and show respect for the views of others. <i>(Falling out; Bullying; Anti-bullying)</i></p>	<p>They can express their views confidently and listen to and show respect for the views of others. <i>(Relationships: VIPs)</i></p> <p>They know what a friend is and does and how to cope with some friendship problems. <i>(Staying friends, Falling out)</i></p>
<p><b>Health and Wellbeing</b> Pupils should be taught:</p> <ol style="list-style-type: none"> <li>what is meant by a healthy lifestyle</li> <li>how to maintain physical, mental and emotional health and wellbeing</li> <li>how to manage risks to physical and emotional health and wellbeing</li> <li>ways of keeping physically and emotionally safe</li> <li>about managing change, including puberty, transition and loss</li> <li>how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>how to respond in an emergency</li> <li>to identify different influences on health and wellbeing</li> </ol>	<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.</p> <p>They are confident to speak in a familiar group, and will talk about their ideas. <i>(Talk about own experiences)</i></p> <p>They say when they do or don't need help <i>(Feelings/emotions; talk about own experiences)</i></p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. <i>(Be mindful)</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.</p>	<p>Children can make choices about how to develop mentally healthy lifestyles. <i>(Happy minds; Thoughts and feelings; Keep calm and relax)</i></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. <i>(You're the boss)</i></p>
<p><b>Living in the Wider World.</b> Pupils should be taught:</p> <ol style="list-style-type: none"> <li>about respect for self and others and the importance of responsible behaviours and actions</li> <li>about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>about different groups and communities</li> <li>to respect equality and to be a productive member of a diverse community</li> <li>about the importance of respecting and protecting the environment</li> <li>about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>how money plays an important part in people's lives</li> <li>a basic understanding of enterprise.</li> </ol>	<p>Children can play cooperatively, taking turns with others. <i>(teamwork; feelings &amp; emotions)</i></p> <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>(families &amp; communities)</i></p>	<p>Children can explain different ways that family and friends should care for one another. <i>(Relationships: VIP)</i></p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. <i>(Friends; Falling out)</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). <i>(Working together; showing you care)</i></p> <p>They can identify and respect differences and similarities between people.</p>	<p>Children can explain how their actions have consequences for themselves and others. <i>(Who are your VIPs; staying friends; is this a good friend?)</i></p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it. <i>(Falling out; Bullying; Anti-bullying)</i></p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it. <i>(Falling out; Bullying; Anti-bullying)</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). <i>(Relationships: VIPs)</i></p>

Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<p><b>INTENT: NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-6):</b></p> <p><b>A1: Physical health and mental wellbeing:</b> Mental wellbeing; Internet safety and harms; physical health and fitness; health eating; drugs, alcohol and tobacco; health prevention; basic first aid; changing adolescent body</p> <p><b>A2: Relationships Education:</b> Families &amp; people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe</p> <p><b>A3: Living in the Wider World:</b> contributing to society; following rules; rights and responsibilities; caring for the environment; managing money; similarities and differences; people who help us</p> <p><b>Local context (Public Health England):</b> family homelessness; dental hygiene; hospital admissions for mental health / self harm/ substance misuse 10-24), early conception, Yr 6 obesity</p> <p><b>SHUE 2019:</b> dental health; physical activity; peer pressure; friendship and bullying; smoking; body changes</p>	<p><b>All about me</b> New beginnings, class rules &amp; routines; feelings &amp; emotions; talk about families &amp; communities</p> <p>Growing &amp; changing (baby -elderly); Different homes and houses; Different family types Human body: senses Teeth</p> <p><b>Fabulous Festivals</b> Bonfire night safety Taking responsibility (keeping warm and dry). Talk about own experiences.</p>	<p><b>Caterpillar Club:</b> Feelings and Values</p> <p><b>Relationships - VIPs</b> <b>Who are your VIPs?</b> - people who look after them; how to identify special people <b>Families -</b> who to go to; why families are important <b>Friends -</b> communicate feelings. Describe what makes a good friend; <b>Falling out -</b> likes and dislikes; resolving arguments and working out disagreements; <b>Working together -</b> recognising how their behaviour affects others; cooperating to achieve a task <b>Showing you care -</b> showing special people that the care about them, play and work cooperatively, supporting others</p> <p><b>Health &amp; Wellbeing - Think Positive</b> <b>Think happy, feel happy!</b> - how happy thoughts make them feel good <b>It's your choice -</b> good and not so good feelings; kind and unkind; how behaviour affects others <b>Go-getters -</b> set simple but challenging goals and consider how to achieve them; <b>Let it out -</b> describe feelings and opinions with others; share and explain own views and cope with difficult emotions <b>Be thankful -</b> vocabulary to describe a range of feelings; focus on what they do have, rather than what they don't have <b>Be mindful -</b> strategies for managing feelings and focus on what is happening now and how they are feeling</p>	<p><b>Caterpillar Club:</b> Feelings and Values</p> <p><b>Relationships - VIPs</b> <b>Who are your VIPs?</b> - people who look after them; how to identify special people <b>Families -</b> who to go to; why families are important <b>Friends -</b> communicate feelings. 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