

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Transport/ Pirates/Under The Sea	Explore The World	Explore The World	World War II	World War II
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>Getting on and falling out</i>)</p> <p>Children can work as part of a group or class and understand and follow rules. (<i>How can we help others? Road safety</i>)</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride. (<i>Preparing for transition; reflection and hopes</i>)</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. (<i>Respecting others - feeling comfortable/uncomfortable. Changes</i>)</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. (<i>Respecting rights; respecting others</i>)</p> <p>They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals. (<i>Is it fair?</i>)</p>	<p>Children can demonstrate that they recognise their own worth and that of others. (One world; Diversity and Inclusion)</p> <p>They can express their views confidently and listen to and show respect for the views of others. (<i>Chiwa's dilemma 1</i>)</p>	<p>They can express their views confidently and listen to and show respect for the views of others. (<i>One world; Diversity and Inclusion</i>)</p> <p>They know what a friend is and does and how to cope with some friendship problems. (<i>Cyberbullying</i>)</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 (<i>sun safety</i>).</p> <p>Children are confident to try new activities and say why they like some activities more than others. (<i>trying new foods</i>)</p> <p>They are confident to speak in a familiar group, and will talk about their ideas. (<i>Reflection and hopes</i>)</p> <p>They say when they do or don't need help (<i>Emergency services - people who help us; Reflection and hopes</i>)</p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body. (<i>Growing up</i>)</p> <p>They can explain that people grow from young to old. (<i>Look at me now; Getting older</i>)</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. (<i>Growing up</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 healthy lifestyles.</p> <p>Children learn how to maintain physical, mental and emotional health and wellbeing (<i>Cyberbullying; Diversity and inclusion</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>Cyberbullying</i>)</p> <p>Children learn how to make informed choices about health and wellbeing and to recognise sources of help with this (<i>Cyberbullying; Diversity and inclusion</i>)</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 	<p>Children can play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. (<i>How can we help others? Getting on and falling out</i>)</p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. (<i>Differences between people and their faiths</i>)</p>	<p>Children can explain different ways that family and friends should care for one another. (<i>Respecting rights; Is it fair?</i>)</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</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>Respecting others; taking part.</i>)</p>	<p>Children can explain how their actions have consequences for themselves and others. (<i>Chiwa's sugar; Charity for Chiwa</i>)</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it. (<i>Cyberbullying</i>)</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it (<i>Cyberbullying</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>6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise.</p>			<p>They can identify and respect differences and similarities between people. (<i>Everybody's different; Pink and blue</i>)</p>	<p>They can show how they care for the environment (e.g. animals and school grounds) (<i>Chiwa's world</i>)</p>	<p>They understand how to respect equality and to be a productive member of a diverse community (<i>Diversity and inclusion</i>)</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>Transport Emergency services, vehicles (people who help us: fire-engines, sirens) Who helps us? How can we help others? Road safety</p> <p>Pirates/Under the Sea Sun safety; Preparing for transition to year 1 (achievements & hopes for the future); Things that are special to us (treasures); Working together to build a pirate ship.</p>	<p>Living in the Wider World - Respecting rights Rights recognise what is right and wrong, fair and unfair; recognize that people and other living things have rights Protect our rights - making informed choices; who helps protect our rights; share opinions Respecting others; how to show respect for the rights of others and understand why this is important; feeling comfortable/ uncomfortable Everybody's different : respecting differences and similarities; what we have different and in common with others Is it fair? - explain why it is important to be fair ; taking turns, sharing and understanding Taking part - explain why making a positive difference is important. contribute to the life of the classroom & school</p> <p>Relationships - Growing up Our bodies - names of body parts; Is it OK? judging acceptable physical contact and how to respond Pink and blue; respect differences and similarities; ways we are all unique Look at me now - describe how they have changed since they were a baby; ways in which everyone is unique Getting older; - how they will change as they get older Changes - describe things that might change in a person's life and how it might make them feel.</p>	<p>Living in the Wider World - Respecting rights Rights recognise what is right and wrong, fair and unfair; recognize that people and other living things have rights Protect our rights - making informed choices; who helps protect our rights; share opinions Respecting others; how to show respect for the rights of others and understand why this is important; feeling comfortable/ uncomfortable Everybody's different : respecting differences and similarities; what we have different and in common with others Is it fair? - explain why it is important to be fair ; taking turns, sharing and understanding Taking part - explain why making a positive difference is important. contribute to the life of the classroom & school</p> <p>Relationships - Growing up Our bodies - names of body parts; Is it OK? judging acceptable physical contact and how to respond Pink and blue; respect differences and similarities; ways we are all unique Look at me now - describe how they have changed since they were a baby; ways in which everyone is unique Getting older; - how they will change as they get older Changes - describe things that might change in a person's life and how it might make them feel.</p>	<p>Wider World - One World Chiwa and Kwende: ways in which people's lives are similar and different and give reasons Chiwa's dilemma (1); explore differences of opinion and identify if these are fair Chiwa's dilemma (2); think about the lives of people living in other places, make considered decisions and give reasons for opinions Chiwa's Sugar; recognise how actions impact on people living in different countries and identify things to make the world a fairer place Chiwa's World: climate change and how it affects people's lives Charity for Chiwa: organisations which help people in different countries who are in challenging situations and explain how they do this</p> <p>Talk time - preparing for transition</p> <p>Relationships: Diversity and Inclusion: promoting inclusion and celebrating diversity role play scenarios</p> <p>Cyberbullying recognising prejudice-based bullying both in person, online and through social media. Protecting personal information; developing strategies for getting support.</p>	<p>Wider World - One World Chiwa and Kwende: ways in which people's lives are similar and different and give reasons Chiwa's dilemma (1); explore differences of opinion and identify if these are fair Chiwa's dilemma (2); think about the lives of people living in other places, make considered decisions and give reasons for opinions Chiwa's Sugar; recognise how actions impact on people living in different countries and identify things to make the world a fairer place Chiwa's World: climate change and how it affects people's lives Charity for Chiwa: organisations which help people in different countries who are in challenging situations and explain how they do this</p> <p>Talk time - preparing for transition</p> <p>Relationships: Diversity and Inclusion: promoting inclusion and celebrating diversity role play scenarios</p> <p>Cyberbullying recognising prejudice-based bullying both in person, online and through social media. 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