

YEAR A

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	All about me/ Winter wonderland	Toys	Toys	Revolting Romans	Revolting Romans
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>Feelings and emotions; teamwork</i>).</p> <p>Children can work as part of a group or class and understand and follow rules. (<i>Class rules and routines; Taking turns/following rules</i>)</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride (<i>New beginnings; class rules and routines; feelings and emotions</i>).</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. (<i>Feelings; Uncomfortable feelings; Speak up</i>)</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. (<i>Marvellous me; feelings; things I like; Uncomfortable feelings</i>)</p> <p>They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals. (<i>Speak up; Aiming high - positive learners; going for goals</i>)</p>	<p>Children can demonstrate that they recognise their own worth and that of others. (<i>Pride; My body, my choice</i>)</p> <p>They can express their views confidently and listen to and show respect for the views of others. (<i>Express yourself</i>)</p>	<p>They can express their views confidently and listen to and show respect for the views of others. (<i>Relationships - Be yourself</i>)</p> <p>They know what a friend is and does and how to cope with some friendship problems. (<i>Making it right; Feelings</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>Growing and changing; teeth</i>)</p> <p>Children are confident to try new activities and say why they like some activities more than others. (<i>Feelings; teamwork</i>)</p> <p>They are confident to speak in a familiar group, and will talk about their ideas. (<i>Talk about families and communities</i>)</p> <p>They say when they do or don't need help (<i>Feelings and emotions</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 know ways of keeping physically and emotionally safe (<i>Be yourself; Aiming high</i>)</p> <p>Children know what is meant by a healthy lifestyle (e.g. <i>mental health - Feelings, Changes</i>)</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. (<i>Marvellous me; Things I like; uncomfortable feelings</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. (<i>Fit as a fiddle; good night, good day, Cough, splutter, sneeze</i>)</p> <p>Children learn how to maintain physical, mental and emotional health and wellbeing (<i>Drugs: Healing or harmful; choices everywhere</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. (<i>Drugs: Healing or Harmful?</i>)</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them. (<i>My body, my voice; Express yourself; Know your mind</i>)</p> <p>Children learn how to make informed choices about health and wellbeing and to recognise sources of help with this (<i>Choices everywhere</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 	<p>Children can play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p>	<p>Children can explain different ways that family and friends should care for one another. (<i>Feelings</i>)</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. (<i>Speak up!</i>)</p>	<p>Children can explain how their actions have consequences for themselves and others. (<i>Making it right</i>)</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it (<i>Media-wise</i>)</p>

<p>2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 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><i>(Taking turns/following rules)</i></p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. <i>(Feelings and emotions)</i></p> <p>They begin to learn about different groups and communities <i>(Families & communities; Different homes and houses; Different family types)</i></p>	<p>Children learn about respect for self and others and the importance of responsible behaviours and actions <i>(Aiming high)</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>(Be yourself; uncomfortable feelings)</i></p> <p>They can identify and respect differences and similarities between people. <i>(Jobs for all)</i></p> <p>They learn about the importance of responsible behaviours and actions. <i>(Aiming high)</i></p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p> <p>They learn about respect for self and others and how to show responsible behaviours and actions. <i>(Be yourself!)</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>They understand how to respect equality and to be a productive member of a diverse community</p> <p>They can describe how to show respect for self and others and the importance of showing responsible behaviours and actions <i>(Be yourself!)</i></p>
Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<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>All about me New beginnings, class rules & routines; feelings & emotions; talk about families & communities</p> <p>Growing & changing (baby-elderly); Different homes and houses; Different family types Human body: senses Teeth</p> <p>Winter Wonderland Penguin teamwork games; Feelings - "Cuddly Dudley" story Taking turns/following rule</p>	<p>Caterpillar Club & Friendship Circles Feelings and Values Relationships - Be Yourself Marvellous me - what makes them special; ways in which we are unique; Feelings - naming and describing feelings; Things I like - talk about thing that make them happy; being unique and special Uncomfortable feelings - talk about things which make them unhappy or cross, recognise and respond to their own feelings and those of others; Changes - feelings and loss ; Speak up! - making choices and recognising good/not so good consequences. Share opinions</p> <p>Health & Wellbeing - Aiming High Star qualities: - recognise strengths, learn from experiences Positive learners - explain how a positive learning attitude can help them; Bright futures - talk about jobs people do and think about what they might want to be when they grow up. Jobs for all - share opinions on why a person's interests and skills make them suited to doing a job, respect differences and similarities;</p>	<p>Caterpillar Club & Friendship Circles Feelings and Values Relationships - Be Yourself Marvellous me - what makes them special; ways in which we are unique; Feelings - naming and describing feelings; Things I like - talk about thing that make them happy; being unique and special Uncomfortable feelings - talk about things which make them unhappy or cross, recognise and respond to their own feelings and those of others; Changes - feelings and loss ; Speak up! - making choices and recognising good/not so good consequences. Share opinions</p> <p>Health & Wellbeing - Aiming High Star qualities: - recognise strengths, learn from experiences Positive learners - explain how a positive learning attitude can help them; Bright futures - talk about jobs people do and think about what they might want to be when they grow up. Jobs for all - share opinions on why a person's interests and skills make them suited to doing a job, respect differences and similarities; Going for goals - thinking about things they would like to achieve in the future; Looking forward - change which might happen to them and associated feelings</p>	<p>Caterpillar Club & Build Me Up Resilience Feelings and Values</p> <p>Relationships - Be Yourself! Pride - say things they are proud of; Feelings - describe how different emotions feel, respond to a range of feelings Express yourself - different ways to cope with any uncomfortable feelings; Know your mind - how to be assertive recognise and manage dares; Media-wise - explore if messages are helpful or harmful.; recognise and challenge stereotypes; explore how the media present information Making it right - strategies if they make a mistake; how their actions affect themselves and others; face new challenges</p> <p>Health & Wellbeing - It's my body My body, my choice - what happens to their body and how to say no; appropriate physical contact and secret keeping Fit as a fiddle - how to keep healthy; Good night, good day - importance of sleep; Cough, splutter, Sneeze! - good hygiene and stopping the spread of disease Drugs: Healing or Harmful? - taking medicine safely and keeping safe around drugs</p>	<p>Caterpillar Club & Build Me Up Resilience Feelings and Values</p> <p>Relationships - Be Yourself! 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		<p>Going for goals - thinking about things they would like to achieve in the future; Looking forward - change which might happen to them and associated feelings</p>		<p>Choices everywhere - make better choices and choose healthy habits</p>	
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