

YEAR A

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Superheroes/ Minibeasts	Houses and Homes	Houses and Homes	Amazing Anglo-Saxons	Amazing Anglo-Saxons
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, falling out; managing tempers</i>)</p> <p>Children can work as part of a group or class and understand and follow rules.(<i>Working with partners; How to be a super friend</i>)</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride. (<i>Super talents; looking after living things</i>)</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities (<i>The underwear rule - recognising negative relationships</i>) .</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way (<i>Families; staying safe</i>)</p> <p>They begin to share their views and opinions (for example talking about fairness). (<i>staying safe; the underwear rule; people who can help</i>)</p> <p>They can set themselves simple goals .(<i>care for the planet</i>)</p>	<p>Children can demonstrate that they recognise their own worth and that of others.(<i>TEAM</i>)</p> <p>They can express their views confidently and listen to and show respect for the views of others. (<i>Being considerate; responsibilities</i>)</p>	<p>They can express their views confidently and listen to and show respect for the views of others. (<i>TEAM</i>)</p> <p>They know what a friend is and does and how to cope with some friendship problems. (<i>TEAM; When things go wrong</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>People who help us</i>)</p> <p>Children are confident to try new activities and say why they like some activities more than others (<i>Importance of recycling</i>).</p> <p>They are confident to speak in a familiar group, and will talk about their ideas. (<i>What are our super talents?</i>)</p> <p>They say when they do or don't need help (<i>People who help us</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>Covers dental hygiene</i>)</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>Safety first</i>)</p>	<p>Children can make choices about how to develop healthy lifestyles. (<i>Safety first</i>)</p> <p>Children learn how to maintain physical, mental and emotional health and wellbeing (<i>Safety first; Relationships</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>Dangerous substances</i>)</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them. (<i>Under pressure</i>)</p> <p>Children learn how to make informed choices about health and wellbeing and to recognise sources of help with this (<i>New responsibilities</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 about where money comes from, keeping it safe and the importance of managing it effectively 	<p>Children can play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. (<i>Team work</i>)</p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. (<i>Getting on, and falling out; managing tempers</i>)</p>	<p>Children can explain different ways that family and friends should care for one another. (<i>Keeping safe; staying safe; people who can help; Families; family life</i>)</p> <p>and care for the planet (<i>Living in the wider world</i>)</p> <p>They understand how money plays an important part in people's lives</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. (<i>The underwear rule</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).</p> <p>They can identify and respect differences and similarities between people. (<i>Living in the wider world</i>)</p>	<p>Children can explain how their actions have consequences for themselves and others. (<i>TEAM</i>)</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it. (<i>Being considerate; When things go wrong</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>TEAM</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>Together everyone achieves more</i>)</p> <p>They understand how to respect equality and to be a productive</p>

<p>7. how money plays an important part in people's lives 8. a basic understanding of enterprise.</p>			<p>Children understand where money comes from, keeping it safe and the importance of managing it effectively</p>		<p>member of a diverse community (TEAM)</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>Superheroes People who help us in the community (nurses, firefighters). How to be a super friend. What are our "super" talents? Importance of recycling "Michael Recycle" story.</p> <p>Minibeasts Looking after living things - animals (living eggs/butterflies) - caring and respect; Managing tempers.- "The Bad Tempered Ladybird"; Working with partners - natural collages</p>	<p>Health & Wellbeing - Safety First Keeping safe- how to stay safe and who can help if they feel unsafe; Staying safe at home- harmful household products; Staying safe outside- cycle safety, environment, rail, water and fire; role of emergency services Staying safe online - staying safe when using the internet; The underwear rule - the right to keep things "private"; importance of not keeping a secret; acceptable physical contact People who can help - family networks; sharing a responsibility to keep themselves and others safe contacting emergency services</p> <p>Dental hygiene (stand-alone lesson: brushing teeth; wobbly teeth; drinks to avoid)</p> <p>Living in the Wider World - One World Families;family life in different countries belonging to different groups and communities; similarities and differences Homes - homes and home life around the world similarities and differences Schools; what it is like to go to school in other countries and identify similarities and differences Environments; explore places where people live which are different from where they live Resources; think about how people use things from the earth ; things which improve or harm the environment Planet protectors - why it is important to care for the earth and protect it strategies and</p>	<p>Health & Wellbeing - Safety First Keeping safe- how to stay safe and who can help if they feel unsafe; Staying safe at home- harmful household products; Staying safe outside- cycle safety, environment, rail, water and fire; role of emergency services Staying safe online - staying safe when using the internet; The underwear rule - the right to keep things "private"; importance of not keeping a secret; acceptable physical contact People who can help - family networks; sharing a responsibility to keep themselves and others safe contacting emergency services</p> <p>Dental hygiene (stand-alone lesson: brushing teeth; wobbly teeth; drinks to avoid)</p> <p>Living in the Wider World - One World Families;family life in different countries belonging to different groups and communities; similarities and differences Homes - homes and home life around the world similarities and differences Schools; what it is like to go to school in other countries and identify similarities and differences Environments; explore places where people live which are different from where they live Resources; think about how people use things from the earth ; things which improve or harm the environment Planet protectors - why it is important to care for the earth and protect it strategies and skills to care for the environment</p>	<p>Health & Wellbeing - Safety First New responsibilities; making good choices to stay safe and healthy Risks, hazards and danger; identify a risky situation and act responsibly; managing dares Under pressure; know that they can choose not to do something that makes them feel uncomfortable. Road safety; how to be safe on or near the road Dangerous substances; know about dangerous substances and how they affect the human body Staying safe online; safety whilst using the internet</p> <p>Relationships - TEAM A new start - changes and how they might make them feel; Together everyone achieves more - working as a team; Working together - how actions and behaviour affect the team; Being considerate - pay attention and respond considerately to others; When things go wrong - why disputes happen and strategies to resolve them; looking at alternatives, seeing and respecting others' points of view Responsibilities - own responsibilities to a team; develop skills to exercise these responsibilities</p>	<p>Health & Wellbeing - Safety First New responsibilities; making good choices to stay safe and healthy Risks, hazards and danger; identify a risky situation and act responsibly; managing dares Under pressure; know that they can choose not to do something that makes them feel uncomfortable. 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