

YEAR A

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Around the world/ On the farm	Travel the World	Travel the World	Incredible India	Incredible India
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>(Working together)</i></p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride. <i>(Trying new foods; Reflection & hopes for the future)</i></p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. <i>(Living in the wider world; My body, my business; I can choose)</i></p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. <i>(My community; What makes me proud of Britain; I can choose)</i></p> <p>They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals. <i>(Living in the Wider world; My community; British people; I can choose)</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>(Tolerance and Respect)</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>They can respect equality and diversity in relationships</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>(Trying new foods; oral health)</i></p> <p>Children are confident to try new activities and say why they like some activities more than others. <i>(Preparing for transition; achievements and hopes)</i></p> <p>They are confident to speak in a familiar group, and will talk about their ideas. <i>(Emergency groups; people who help us)</i></p> <p>They say when they do or don't need help <i>(Stranger danger; Road safety; Who helps us?)</i></p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body. <i>(It's my body)</i></p> <p>They can explain that people grow from young to old.</p> <p>They can make informed choices about health and wellbeing <i>(It's my body)</i></p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</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>(It's my body)</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 <i>(Lending and borrowing; keeping track)</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.</p> <p>Children learn how to make informed choices about health and wellbeing and to recognise sources of help with this <i>(Priorities; advertising; keeping track)</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 	<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?)</i></p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults</p>	<p>Children can explain different ways that family and friends should care for one another <i>(My school; My community)</i></p> <p>Children can talk about respect for self and others. <i>(What makes me proud of Britain?)</i></p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. <i>(My community; my neighbourhood)</i></p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for</p>	<p>Children can explain how their actions have consequences for themselves and others. <i>(Liberty, Rules, laws and responsibilities)</i></p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it. <i>(Tolerance and respect)</i></p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it <i>(Tolerance & respect)</i></p> <p>They learn about where money comes from, keeping it safe and the importance of managing it effectively <i>(Money Matters)</i></p>

<p>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>and other children. (Differences between people and their faiths)</p>		<p>example by playing and working with friends or classmates). (Living in the wider world) They can identify and respect differences and similarities between people. (British people)</p>	<p>They can show how they care for the environment (e.g. animals and school grounds) They understand how money plays an important part in people's lives (Money matters)</p>	<p>They can identify different types of relationships, and can show ways to maintain good relationships They understand how to respect equality and to be a productive member of a diverse community (Living in the wider world)</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>Around the world in 30 days Getting on and falling out; trying new foods; Stranger danger; Differences between people & their faiths (culture, traditions, way of life etc) On the farm Sun safety; Preparing for transition to year 1; reflection (hopes for the future) Growing sunflowers/outside planters</p>	<p>Living in the Wider World - Britain My school- contribute to life of own school and community; My community - being a good neighbour; impact of behaviour on others; being part of the community My neighbourhood - everyone has rights and responsibilities; caring for the environment.; My country - describe what it is like to live in Britain; British people - respect differences and similarities; how people in Britain can be different and how they are the same What makes me proud of Britain? - explain own views about being British and living in Britain; belonging to different groups and communities Health & Wellbeing - It's my body My body, my business - know they an choose what happens to their body; secrets and nice surprises; acceptable/unacceptable physical contact Active and asleep - healthy choices about sleep and exercise Happy healthy food - making healthy choices about food and drink; Clean as a whistle -personal hygiene, spread of diseases ; Can I eat it? - what is safe to eat and drink - medicines/household products I can choose - choosing to keep themselves safe</p>	<p>Living in the Wider World - Britain My school- contribute to life of own school and community; My community - being a good neighbour; impact of behaviour on others; being part of the community My neighbourhood - everyone has rights and responsibilities; caring for the environment.; My country - describe what it is like to live in Britain; British people - respect differences and similarities; how people in Britain can be different and how they are the same What makes me proud of Britain?- explain own views about being British and living in Britain; belonging to different groups and communities Health & Wellbeing - It's my body My body, my business - know they an choose what happens to their body; secrets and nice surprises; acceptable/unacceptable physical contact Active and asleep - healthy choices about sleep and exercise Happy healthy food - making healthy choices about food and drink; Clean as a whistle -personal hygiene, spread of diseases ; Can I eat it? - what is safe to eat and drink - medicines/household products I can choose - choosing to keep themselves safe</p>	<p>Living in the Wider World - Money matters Where does money come from? - skills needed for a range of jobs and why people go to work Ways to pay: Different ways to pay for things Lending and borrowing: options and consequences to borrowing Priorities: difference between things we want and things we need Advertising: how adverts try to influence our spending and why they do this Keeping track: how and why it is important to do this Talk time - preparing for transition Living in the Wider World - Britain Living in Britain: - what it is like to live in Britain Democracy: what democracy is and why it's important Rules, laws and responsibilities: how they can help us Liberty: identify the rights of British people Tolerance & respect: describe why a diverse society is important; appreciate the range of national, regional, religious and ethnic identities in the UK What does it mean to be British? what this means to them and others</p>	<p>Living in the Wider World - Money matters Where does money come from? - skills needed for a range of jobs and why people go to work Ways to pay: Different ways to pay for things Lending and borrowing: options and consequences to borrowing Priorities: difference between things we want and things we need Advertising: how adverts try to influence our spending and why they do this Keeping track: how and why it is important to do this Talk time - preparing for transition Living in the Wider World - Britain Living in Britain: - what it is like to live in Britain Democracy: what democracy is and why it's important Rules, laws and responsibilities: how they can help us Liberty: identify the rights of British people Tolerance & respect: describe why a diverse society is important; appreciate the range of national, regional, religious and ethnic identities in the UK What does it mean to be British? what this means to them and others</p>

