



Year group/ Term	Term 1 - Autumn		Term 2 - Spring		Term 3 - Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<u>Me and My Relationships</u>	<u>Valuing Differences</u>	<u>Keeping Myself Safe</u>	<u>Rights and Responsibilities</u>	<u>Being My Best</u>	<u>Growing and Changing</u>
	<p>Children will be able to:</p> <p>Talk about similarities and differences.</p> <p>Name special people in their lives.</p> <p>Describe different feelings.</p> <p>Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p>	<p>Children will be able to:</p> <p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>Children will be able to:</p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p>Children will be able to:</p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>Children will be able to:</p> <p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Children will be able to:</p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p><u>Me and My Relationships</u></p> <p>Understand that classroom rules help everyone to learn and be safe.</p> <p>Demonstrate attentive listening skills.</p> <p>Suggest simple strategies for resolving conflict situations.</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>Recognise how others might be feeling by reading body language/facial expressions.</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</p>	<p><u>Valuing Differences</u></p> <p>Empathise with those that are different from themselves.</p> <p>Understand the difference between unkindness, teasing and bullying.</p> <p>Recognise special people in their lives and the qualities that make them special.</p>	<p><u>Keeping Myself Safe</u></p> <p>Recognising the importance of sleep in a good health routine</p> <p>Understand the PANTS rule.</p> <p>It is ok to say 'no' to unwanted touch.</p> <p>To understand medicines can make us better when we are ill.</p> <p>To understand the need to be safe when taking medicine.</p> <p>To explore the emotions associated to loss.</p>	<p><u>Rights and Respect</u></p> <p>To understand how a person's behaviour can affect others.</p> <p>Identify what they like about their school.</p> <p>Demonstrate responsibility in looking after something.</p> <p>Explain where people get money from.</p> <p>Explain the importance of keeping money safe.</p> <p>Understand basic first aid.</p>	<p><u>Being My Best</u></p> <p>Recognise the importance of fruit and vegetables in a daily diet.</p> <p>Identify foods that we need to eat more of / less of to maintain a healthy diet.</p> <p>Understand how disease can spread.</p> <p>Understanding learning a new skill takes time and practice.</p> <p>To name internal body parts</p>	<p><u>Growing and Changing</u></p> <p>Understand that the body gets energy from food, water and air (oxygen)</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Give examples of what they can do if they experience or witness bullying and who they could get help from.</p> <p>Explain the difference between a secret and a nice surprise.</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	<p><u>Me and My Relationships</u></p> <p>Suggest actions that will contribute positively to the life of the classroom.</p> <p>Use a range of words to describe feelings.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</p> <p>Explain the difference between bullying and isolated unkind behaviour.</p> <p>Recognise that that there are different types of bullying and unkind behaviour.</p> <p>Understand and describe strategies for dealing with bullying:</p>	<p><u>Valuing Differences</u></p> <p>Recognise physical and non-physical differences between people.</p> <p>Identify and explain why people are special to them.</p> <p>Explain how it feels to be part of and left out of a group.</p> <p>Recognise and describe acts of kindness and unkindness and how it impacts people's feelings.</p> <p>Demonstrate active listening techniques</p>	<p><u>Keeping Myself Safe</u></p> <p>Understand the role medicine plays in making you better.</p> <p>Identify ways to feel better without medicine</p> <p>To identify strategies to deal with feeling unsafe.</p> <p>Recognise body language and facial expression can reflect if someone feels safe.</p> <p>To recognise not all touches are fun, can hurt and be upsetting.</p> <p>To know what to do if there is an unwanted touch.</p> <p>To understand the difference between safe and unsafe secrets.</p>	<p><u>Rights and Respect</u></p> <p>To identify strategies in cooperation.</p> <p>To identify strategies in self-regulation.</p> <p>To name ways to stay safe when using the internet.</p> <p>To recognise that they have a responsibility to help care for their immediate and broader environment.</p> <p>To learn about saving and spending money.</p>	<p><u>Being My Best</u></p> <p>Explain the stages of the learning line showing an understanding of the learning process</p> <p>To understand the importance of good hand and dental hygiene.</p> <p>To recognise what the body needs to have energy and stay well.</p> <p>To identify parts of the body that process food and create energy.</p>	<p><u>Growing and Changing</u></p> <p>To give positive feedback to someone.</p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p>To identify the different stages of growth and what people are able to do at these different stages.</p> <p>To identify the human private parts/genitalia</p> <p>To explain who can see someone's private part, what consent means and how to protect privacy.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p><u>Me and My Relationships</u></p> <p>To know that feelings and emotions help a person cope with difficult times.</p> <p>To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.</p> <p>To recognise which strategies are appropriate for situations.</p> <p>To listen to and debate ideas and opinions with others with respect and courtesy</p> <p>To recognise why friends may fall out and how to resolve issues.</p>	<p><u>Valuing Differences</u></p> <p>To identify differences and similarities between others.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>To learn and use different ways to show good listening.</p> <p>Explain how it feels to be part of a group and left out of a group.</p> <p>To recognise and talk about acts of kindness and how they can impact others.</p>	<p><u>Keeping Myself Safe</u></p> <p>Recognise that there are many different types of families.</p> <p>Identify the different communities that they belong to</p> <p>To learn ways of showing respect through language and communication.</p> <p>To identify different origins, national, regional, ethnic and religious backgrounds</p> <p>To recognise and explain why bullying can be caused by prejudice.</p>	<p><u>Rights and Respect</u></p> <p>To talk about and identify people who help them in school and the community.</p> <p>To learn differences between 'fact' and 'opinion'</p> <p>To discuss, plan and evaluate ways of helping the environment.</p> <p>To learn about saving, spending and essential purchases.</p> <p>To consider how money is earned and the different factors affecting this.</p>	<p><u>Being My Best</u></p> <p>To recognise how different food groups work in our body.</p> <p>To explain how some infectious illnesses are spread from one person to another.</p> <p>To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.</p> <p>To identify my achievements and skills to work on.</p> <p>To explain how skills are developed.</p>	<p><u>Growing and Changing</u></p> <p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.</p> <p>To identify the different types of relationships people, have and their different purposes and qualities.</p> <p>To identify what makes a positive relationship and what makes a negative relationship.</p> <p>To identify puberty changes.</p> <p>To explain menstruation cycle as something that happens when a sperm does not meet an egg.</p>

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Y4	<p><u>Me and My Relationships</u></p> <p>To know that feelings can vary by intensity, person and change over time.</p> <p>To know and understand the qualities of a 'positive, healthy relationship'.</p> <p>To know when it's appropriate to say no and how.</p> <p>To know the strategies and skills needed for collaborative work.</p> <p>To recognise bullying or pressured behaviour.</p>	<p><u>Valuing Differences</u></p> <p>To identify different origins, national, regional, ethnic and religious backgrounds</p> <p>To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>To recognise potential consequences of aggressive behaviour</p> <p>To define the word respect.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p>	<p><u>Keeping Myself Safe</u></p> <p>To define the words danger and risk and explain the difference between the two.</p> <p>To describe the different types of things that may influence a person to take a risk.</p> <p>To understand and explain the risks that cigarettes and alcohol can have on a person's body.</p> <p>To understand that influences can be both positive and negative.</p> <p>To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.</p>	<p><u>Rights and Respect</u></p> <p>To learn about human rights and responsibilities and how they can impact their community.</p> <p>To recognise that they have a part in caring for and supporting their community.</p> <p>To recognise influences, facts and opinions and doing so in a critical manner.</p> <p>To identify the impact of bystander behaviour and how they can make a difference to a situation.</p> <p>To define terms related to finance and explain how society is supported by the income of others.</p>	<p><u>Being My Best</u></p> <p>To identify how they and their friends are unique.</p> <p>To recognise that we all make different choices because we are unique.</p> <p>To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <p>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</p>	<p><u>Growing and Changing</u></p> <p>To identify the different emotional reactions to different types of change and discuss.</p> <p>To understand how the onset of puberty can have emotional as well as physical impact.</p> <p>To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.</p> <p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p> <p>To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p><u>Me and My Relationships</u></p> <p>To learn characteristics and skills in assertiveness</p> <p>To apply their collaborative skills to friendships and assertiveness.</p> <p>To learn ways to resolve conflict in an assertive, calm and fair manner.</p> <p>To identify what make a relationship unhealthy and who to talk to if they needed help.</p> <p>To recognise emotional needs according to circumstance and any risk factors that could affect them.</p>	<p><u>Valuing Differences</u></p> <p>To describe the benefits of living in a diverse society</p> <p>To develop an understanding of discrimination and its injustice and describe this using examples.</p> <p>To understand that the information we see online, either text or images, is not always true or accurate.</p> <p>To reflect on the impact social media puts pressure on peoples' life choices.</p> <p>To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.</p>	<p><u>Keeping Myself Safe</u></p> <p>To reflect on risk and the different factors and outcomes that might influence a decision.</p> <p>To reflect on the consequences of not keeping personal information private and the risks of social media.</p> <p>To explore categorisation of drugs, the risks associated with medicines.</p> <p>To learn some key facts and information about drugs and medicines.</p> <p>To recognise the features of face to face and online bullying and the strategies that deal with it.</p>	<p><u>Rights and Respect</u></p> <p>To identify, write and discuss issues currently in the media concerning health and wellbeing.</p> <p>To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.</p> <p>To identify the responsibilities to my home, community and environment I might have in the future.</p> <p>To consider what advice to give relating to saving and borrowing money.</p> <p>To define financial terms and explain how others have financial responsibility for the community.</p>	<p><u>Being My Best</u></p> <p>To describe the four main internal systems of the human body.</p> <p>To understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>To identify the skills and qualities that make us successful and achieve our best.</p> <p>To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>To consider the different responsibilities that they and others have for their health and wellbeing.</p>	<p><u>Growing and Changing</u></p> <p>To describe the intensity of different feelings and strategies to build resilience.</p> <p>To understand the different types of feelings and emotions associated with puberty.</p> <p>To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.</p> <p>To identify the different types of products someone might use during puberty or menstruation.</p> <p>To explain how people might feel at times of change and loss.</p> <p>To consider strategies when coping with this.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p><u>Me and My Relationships</u></p> <p>To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.</p> <p>To practice and use strategies in compromise and negotiation within a collaborative task or activity.</p> <p>To consider the types of touch that are safe, legal and that I am comfortable with.</p> <p>To name assertive behaviours and recognise peer influence or pressured behaviour.</p> <p>To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.</p>	<p><u>Valuing Differences</u></p> <p>To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</p> <p>To know that all people are unique but that we have far more in common with each other than what is different about us</p> <p>To understand and explain the term prejudice.</p> <p>To define what is meant by the term stereotype</p> <p>To describe different types of friendships and relationships and their differing positive qualities.</p>	<p><u>Keeping Myself Safe</u></p> <p>To explore the risks and legality of communicating and sharing online.</p> <p>To describe and explain how easily images can be spread online.</p> <p>To explain some of the laws, categories and uses of drugs (both medical and non-medical)</p> <p>To understand the definition of an emotional need and how they can be met.</p> <p>To explore and understand the terms 'conflicting emotions', responsibility and independence.</p>	<p><u>Rights and Respect</u></p> <p>To analyse and reflect on bias in the media.</p> <p>To discuss methods of saving and considerations for spending money.</p> <p>To discuss voluntary and pressure groups and their role in making changes to our communities and environments.</p> <p>To identify or suggest ways that help the environment.</p> <p>To define 'democracy' and explain how laws are made.</p>	<p><u>Being My Best</u></p> <p>To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success.</p> <p>To define aspirations and goals.</p> <p>To recognise that we will meet challenges on the way to achieving our goals.</p> <p>To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>To understand risks related to growing up and explain the need to be aware of these.</p>	<p><u>Growing and Changing</u></p> <p>To identify types of emotional responses and some strategies for coping with change.</p> <p>To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</p> <p>To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.</p> <p>To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</p> <p>To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.</p>

