

	Health and Wellbeing	Relationships	Living in the wider world
Year 1	<p>What constitutes a healthy lifestyle including the benefits of physical activity and rest</p> <p>To recognise what they like and dislike</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths</p> <p>To think about good and not so good feelings</p> <p>Maintaining personal hygiene</p> <p>The process of growing from young to old</p> <p>Name the main parts of the human body</p> <p>Ways of keeping physically safe (e.g. road safety)</p> <p>To think about people who look after them and their family networks</p> <p>To recognise that they share a responsibility for keeping themselves and others safe</p>	<p>To communicate their feelings to others</p> <p>To understand the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>To recognise what is kind and unkind and what is right and wrong</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>To listen to other people and play and work cooperatively</p> <p>To identify the differences and similarities between people</p> <p>To identify their special people (family, friends, carers)</p> <p>To judge what kind of physical contact is acceptable that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>To recognise what is fair and unfair</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>To recognise when people are being unkind either to them or others</p>	<p>How to contribute to the life of the classroom to help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>That people and other living things have needs</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p>
Year 2	<p>The benefits of healthy eating and dental health</p> <p>How to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>To recognise and celebrate their strengths and set simple but challenging goals</p>	<p>To recognise how others show feelings and how to respond</p> <p>To recognise how their behaviour affects other people</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>To listen to other people and play and work cooperatively</p>	<p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>To be able to take turns, share and understand the need to return things that have been borrowed</p> <p>That they belong to various groups and communities such as family and school</p>

	<p>To develop a vocabulary to describe their feelings to others and simple strategies for managing feelings about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>The importance of and how to maintain personal hygiene</p> <p>How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p>How people's needs change as they grow from young to old</p> <p>About growing and changing and new opportunities and responsibilities that increasing independence may bring (Transition to KS2)</p> <p>The similarities and differences between boys and girls</p> <p>That household products, including medicines, can be harmful if not used properly</p> <p>Rules for and ways of keeping physically and emotionally safe (safety online)</p> <p>The difference between secrets and surprises and understanding not to keep adults' secrets)</p> <p>About who to go to if they are worried and how to attract their attention</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>(including strategies to resolve simple arguments through negotiation)</p> <p>To offer constructive support and feedback to others</p> <p>To respect the differences and similarities between people</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>How to respond when people are being unkind to them and others</p> <p>That there are different types of teasing and bullying and whom to go to and how to get help</p>	<p>What improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p>
Year 3	To reflect on and celebrate their achievements, identify their strengths,	To recognise and respond appropriately to a wider range of feelings in others	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

	<p>areas for improvement, set high aspirations and goals</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement – (as appropriate)</p> <p>Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail , water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help</p>	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>To listen and respond respectfully to a wide range of people, To feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p>	<p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>What being part of a community means,</p>
Year 4	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>What is meant by the term 'habit' and why habits can be hard to change</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>How to make informed choices (including</p>	<p>To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</p> <p>To recognise and challenge stereotypes</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>To think about the lives of people living in other places, and people with different values and customs</p>

	<p>recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p> <p>To recognise the benefits of eating a balanced diet</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>		
Year 5	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p> <p>Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p>	<p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p> <p>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p>

	<p>To recognise opportunities to make their own choices about food, what might influence their choices</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p>		
Year 6	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>What positively and negatively affects their physical, mental and emotional health</p>	<p>The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>To explore and critique how the media present</p>

<p>(including the media)</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>How their body will, and emotions may, change as they approach and move through puberty</p> <p>About human reproduction</p> <p>About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>		<p>information</p>
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