

## Physical Health and Wellbeing

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical Health and Wellbeing</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Physical Health and Wellbeing</p> <p><b>4. Managing Self ELG</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>6. Gross Motor Skills ELG</b> Children at the expected level of development will:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>7. Fine Motor Skills ELG</b> Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>	<p>Physical Health and Wellbeing – Fun Times</p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>Hw1. That dental hygiene is good for their health.</b></p> <p><b>Hw2. That they should wash their hands to prevent germs spreading.</b></p> <p><b>Hw3. How to protect their skin from unsafe exposure to the sun.</b></p> <p><b>Hw5. What exercise is and how being active benefits their mind.</b></p> <p><b>Hw7. What exercise is and how being active benefits their body</b></p>	<p>Physical Health and Wellbeing – What keeps me healthy?</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H6.</b> that medicines (including <b>vaccinations</b> and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p> <p><b>Hw4. What an active lifestyle looks like for children their age and the benefits of it (walking to school, hobbies, PE).</b></p> <p><b>Hw5. What a healthy diet can include – eat well guide.</b></p>	<p>Physical Health and Wellbeing – What helps me choose?</p> <p><b>H1.</b> how to make informed decisions about health</p> <p><b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these (i.e. branding)</p> <p><b>Hw10. How to prepare a healthy meal</b></p> <p><b>Hw11. That a characteristic of a poor diet can be tooth decay.</b></p> <p><b>Hw12. To explore the facts around safe and unsafe sun exposure and how to reduce the risk of sun damage.</b></p> <p><b>Hw13. How to maintain a good oral hygiene routine (including NHS resources).</b></p>	<p>Physical Health and Wellbeing – What is important to me?</p> <p><b>H6.</b> about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including <b>obesity</b> and tooth decay.</p> <p><b>Hw2. What an active lifestyle looks like for a Year 4 child and the mental and physical benefits of this.</b></p> <p><b>Hw3. That rationing time spent online can have a positive impact on their mental and physical wellbeing.</b></p> <p><b>Hw1. That children have a right to play/exercise and explore the risks associated with an inactive lifestyle (including obesity).</b></p> <p><b>Hw7. Recognise the facts and risks associated with smoking.</b></p> <p><b>Hw8. Recognise the facts and risks associated with legal (e.g. Medicine) and illegal harmful substances, including alcohol and drugs. (How does this align with their faith or belief?)</b></p> <p><b>Hw12. Explore the facts relating to allergies, immunisation and vaccines.</b></p> <p><b>Hw13. That good quality sleep routines can affect mood, weight and ability to learn.</b></p> <p><b>Hw14. That personal hygiene routines can prevent bacteria, germs and viruses spreading.</b></p>	<p>Physical Health and Wellbeing – In the Media</p> <p><b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><b>H8.</b> about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>Hw5. That good quality sleep routines can affect mood, weight and ability to learn.</b></p> <p><b>Hw8. What constitutes a healthy diet including calories and nutritional content/food groups and how to prepare a range of meals.</b></p> <p><b>Hw9. That an active lifestyle can benefit their mental and physical health and be able to describe what the characteristics of an active lifestyle include</b></p>	<p>Physical Health and Wellbeing – Taking responsibility for myself</p> <p><b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it – <b>not to include RSE aspect</b></p> <p><b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by <b>vaccinations</b> and immunisations; how allergies can be managed</p> <p><b>Hw8. What constitutes a healthy diet including calories and nutritional content/food groups and how to prepare a range of meals.</b></p> <p><b>Hw10. How to incorporate regular exercise into their daily and weekly routine and the importance of this.</b></p> <p><b>Hw11. Know when to seek support if they have questions or worries about their health.</b></p> <p><b>Hw12. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</b></p> <p><b>Hw13. Describe and demonstrate concepts of basic first aid e.g. common injuries and head injuries.</b></p>

## Identity, Society and Equality

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identity, Society and Equality – Me and Others</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Identity, Society and Equality – Me and Others</p> <p><b>4. Managing Self ELG Children at the expected level of development will:</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>	<p>Identity, Society and Equality – Me and Others</p> <p><b>H21.</b> to recognise what makes them special</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R6.</b> about how people make friends and what makes a good friendship</p> <p><b>R1. What makes them special (this can include culture, religion, race etc).</b></p> <p><b>R2. Common characteristics of family life (care, spending time together, protection).</b></p> <p><b>R7. How to build new friendships in safe settings.</b></p> <p><b>R10. To celebrate and share their similarities and differences (hobbies, race, religion, culture, interests).</b></p> <p><b>Hw6.</b> That a sense of belonging can impact on their identity.</p>	<p>Identity, Society and Equality – What makes us unique?</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>R1. That spending time with family is an important part of family life.</b></p> <p><b>R8. To explore stereotypes (occupation, religion, culture, toy's, fairy tales) and why some are unfair or negative.</b></p> <p><b>R10. To identify and share their similarities and differences (hobbies, race, religion, culture, interests).</b></p> <p><b>Ss9. What manners children their age can show.</b></p>	<p>Identity, Society and Equality – Celebrating difference</p> <p><b>H25.</b> about personal identity; what contributes to who we are</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L7.</b> to value the different contributions that people and groups make to the Community</p> <p><b>R1. That families can provide love, security and stability and are therefore an important factor in childhood.</b></p> <p><b>Ss1. To explore how to support respectful relationships in their local community.</b></p> <p><b>Ss2. The purpose of courtesy and manners and why being polite is important in society.</b></p> <p><b>R3. That stable and caring relationships offer children security as they grow up, family and other people who care for them can offer these relationships (teachers, religious leaders, extended family, parents, carers).</b></p> <p><b>Ss5. That everyone has the right be treated with respect (consider your school approach).</b></p> <p><b>Ss4. How to listen to others and share their own opinion respectfully.</b></p>	<p>Identity, Society and Equality – Democracy</p> <p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>R1. That characteristics of a healthy family include commitment, care, protection and being there for each other in times of difficulty.</b></p> <p><b>Ss1. How others may be very different from themselves (including physically, in character, personality and backgrounds).</b></p> <p><b>R7. That stereotypes can be unfair, negative and destructive.</b></p> <p><b>Ss2. Define discrimination and how it affects others.</b></p> <p><b>Ss3. How to treat others politely.</b></p> <p><b>Ss4. That they and others have the right be treated with respect.</b></p> <p><b>Ss5. What people are in positions of authority and how to treat them.</b></p> <p><b>Ss6. The responsibility of bystanders.</b></p>	<p>Identity, Society and Equality – Stereotypes, prejudice and discrimination - Tolerance</p> <p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>Ss1. Describe what a stereotype is and identify common stereotypes (ambition, occupation, fashion, race, religion, gender).</b></p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>R1. They can identify and discuss characteristics of a healthy family life (commitment to each other including in times of difficulty protection and care for children and other family members, the importance of spending time with each other and sharing each other's lives).</b></p> <p><b>R6. Who the people that care for them are and how they offer security and stability (family, teachers, faith leaders, duty bearers).</b></p> <p><b>Ss2. How to engage in respectful discussion with others who have a difference in opinion or choice</b></p>	<p>Identity, Society and Equality – Human Rights</p> <p><b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p><b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>R1. That Marriage &amp; Civil partnerships (Religious and Humanist) in England, Scotland &amp; Wales are also a legal and formal commitment for same sex couples. There are different rules in Northern Ireland.</b></p> <p><b>Ss4. The importance of modelling courtesy and manners, including online or when conversing anonymously</b></p> <p><b>Ss5. To model respectful behaviour and their right to be treated with respect.</b></p> <p><b>Ss7. That stereotypes can be unfair, negative or destructive</b></p>

## Keeping Safe and Managing Risk

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Keeping Safe and Managing Risk</p> <p>Understands that equipment and tools have to be used safely</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p>Keeping Safe and Managing Risk</p> <p><b>6. Gross Motor Skills ELG</b> Children at the expected level of development will:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p><b>16. Creating with Materials ELG</b> Children at the expected level of development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Children know how to stay safe when out in the sun for prolonged periods of times.</p> <p>Aware of how to cross the road safely.</p> <p>Aware of stranger danger.</p> <p><b>H32. ways to keep safe in familiar and unfamiliar environments</b> (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p>	<p>Keeping Safe and Managing Risk – Feeling Safe</p> <p><b>H29.</b> to recognise <b>risk</b> in simple everyday situations and what action to take to minimise harm</p> <p><b>H32. ways to keep safe in familiar and unfamiliar environments</b> (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p> <p><b>Ss1. What is and is not telling the truth.</b></p> <p><b>Ss2. To understand the importance of turn taking.</b></p> <p><b>Ss3. What secrets are.</b></p> <p><b>Ss8. To identify boundaries of play for different children.</b></p> <p><b>Ss10. That being online is fun but sometimes they might see or hear something that worries them.</b></p> <p><b>Hw8.</b>The positives of having screen free time.</p> <p><b>Hw9.</b> How and why to tell a trusted adult about an online worry.</p>	<p>Keeping Safe and Managing Risk – Indoors and Outdoors</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>Hw1. That they should tell a trusted grown up if they feel unhappy or worried.</b></p> <p><b>Ss3. To know that ‘secrets’ usually have an end (e.g. surprise birthday).</b></p> <p><b>Ss4. That some people behave differently online compared to face to face.</b></p> <p><b>Ss5. To tell a trusted grown up if someone does or says something online that makes them sad or worried.</b></p> <p><b>Ss8. To understand the importance of seeking adult permission.</b></p> <p><b>Hw6.</b>What are emergency services and when to call them.</p> <p><b>Hw7.</b>Their own personal contact details in case of emergency (e.g. telephone number or address).</p> <p><b>Hw8. Why and how they should wash their hands to prevent germs spreading.</b></p> <p><b>Hw9. That some games and online videos are for grownups and older children and how to check for age appropriateness.</b></p> <p><b>Hw10. That some household substances are dangerous for children.</b></p>	<p>Keeping Safe and Managing Risk – Bullying</p> <p><b>H38. how to predict, assess and manage risk in different situations</b></p> <p><b>Hw1. How and where to seek help for online issues.</b></p> <p><b>Hw2. That information online should be checked for reliability.</b></p> <p><b>Ss6. Their responsibility in understanding what bullying is and what a bystander is (including cyber bullying).</b></p> <p><b>Ss7. How to recognise when it is appropriate to seek permission from adults, friends and peers.</b></p> <p><b>Hw3. That search engines rank their results based on the consumer.</b></p> <p><b>Hw4. That children have a right to information but they know how to question the source of data.</b></p> <p><b>Ss11. How to respond to a person that they do not know (including online).</b></p> <p><b>Ss12. To continue asking for help until they are heard.</b></p> <p><b>Ss13. How some people behave differently online to face to face.</b></p> <p><b>Ss14. That consequences for unkind words or actions online are the same as face to face and the impact that their actions online have on others.</b></p> <p><b>Ss15. How friendships online may be different to face to face friendships</b></p>	<p>Keeping Safe and Managing Risk – Playing Safe</p> <p><b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p><b>Ss7. Be aware and have strategies to respond safely to adults they may encounter that are strangers (including online).</b></p> <p><b>Hw4. The internet is an integral part of life and has many benefits and opportunities.</b></p> <p><b>Hw5. The negative elements of the internet can include trolling, online abuse and bullying and this can impact negatively on mental wellbeing.</b></p> <p><b>Hw6. That some computer/online games/apps have age restrictions for their protection.</b></p> <p><b>Hw9. Describe and demonstrate concepts of basic first aid e.g. common injuries and head injuries.</b></p> <p><b>Hw10. Know when to call emergency services if necessary (including how they would make this clear and efficient).</b></p> <p><b>Hw11. Know their personal contact details.</b></p>	<p>Keeping Safe and Managing Risk – When things go wrong?</p> <p><b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></b></p> <p><b>H44.</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><b>Ss4. The different types of bullying and who to tell.</b></p> <p><b>Ss5. How and why age restrictions on social media, apps and games protect them.</b></p> <p><b>Ss6. How to recognise and report feelings of being unsafe or bad about any adult</b></p>	<p>Keeping Safe and Managing Risk – Keeping safe out and about</p> <p><b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online</p> <p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>H43. about what is meant by first aid; basic techniques for dealing with common injuries</b></p> <p><b>R45.</b> about the factors that contribute to young people joining gangs; the social, legal and physical consequences of <b>gang behaviours</b></p> <p><b>Ss1. What peer pressure is and why it might happen.</b></p> <p><b>Ss6. What bullying looks and feels like (Impact, Power, Context)</b></p> <p><b>Ss8. That people may behave differently online, including being dishonest about their identity.</b></p> <p><b>Ss9. How to navigate the internet (using rules and principles to keep them safe) and report risks and harmful content.</b></p> <p><b>Ss10. How to critically question online</b></p>

							<p>friendships and information sourced from the internet.</p> <p>Hw8. The importance and common use of the internet as an integral part of life.</p> <p>Hw9. Identify the risk of excessive time on electronic devices and the impact that content can have on their mental and physical wellbeing (both positive and negative including body image, self-esteem, expectations, experiences)</p>
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## Emotional Wellbeing

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Emotional Wellbeing</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	<p>Emotional Wellbeing</p> <p><b>3. Self-Regulation ELG Children at the expected level of development will:</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Emotional Wellbeing – Knowing What to do</p> <p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>R9.</b> how to ask for help if a friendship is making them feel unhappy</p> <p><b>R7.</b> about how to recognise when they or someone else feels lonely and what to do</p> <p><b>R6. What is kind and unkind behaviour and how kindness makes them feel.</b></p> <p><b>R8. How to make others feel welcomed and not excluded.</b></p> <p><b>R9.</b> That their choices can impact the emotions of them and others.</p> <p><b>Hw4. To name a variety of emotions and how they make them feel and act.</b></p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	<p>Emotional Wellbeing – Developing Confidence</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>R8.</b> simple strategies to resolve arguments between friends positively</p> <p><b>Ss7. How to listen to others and share their own opinion/thoughts respectfully.</b></p> <p><b>R7. That their friendships might have ups and downs (including the difference between alone and lonely).</b></p> <p><b>Hw2. The names of different emotions and how they might make them feel or act (scale of high energy/low energy).</b></p> <p><b>Hw3. What things benefit their own wellbeing (time outdoors, physical activity, and community work, giving to others).</b></p> <p><b>R11. That words and actions can hurt their and others' feelings and bodies</b></p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	<p>Emotional Wellbeing –More about Me</p> <p><b>H15.</b> that mental health, just like physical health, is part of daily life;</p> <p><b>H5.</b> the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p> <p><b>Ss3. The importance of self-respect and the impact this can have on their wellbeing.</b></p> <p><b>Hw5. That they can create and access various self-care routines, including hobbies, and spending time with family and friends.</b></p> <p><b>Hw6. To recognise when they feel differently to usual and how to seek support for their mental wellbeing including regulating their emotions.</b></p> <p><b>Hw7. That emotions are part of everyday life and humans' experiences impact on their emotional response.</b></p> <p><b>Hw8. That they can speak to adults in school and at home if they are worried about their or anyone else's health.</b></p> <p><b>Hw9. That experiences of bullying can have a lasting impact on their mental wellbeing and strategies to help tackle</b></p> <p><b>R10. That caring friendships are important for their health, wellbeing and happiness.</b></p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	<p>Emotional Wellbeing – Taking more control</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>H6.</b> about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p><b>Hw15. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</b></p> <p><b>Hw15. That isolation and loneliness can affect children.</b></p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	<p>Emotional Wellbeing – Moving on with confidence and clarity</p> <p><b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22.</b> to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p> <p><b>H7.</b> a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p><b>R4. How to recognise and label feelings that they associate with being uncomfortable, unhappy and unsafe.</b></p> <p><b>Hw6. That mental ill health is common for people to experience and the support available, if accessed early enough can often resolve the problems.</b></p> <p><b>Hw7. That emotions are part of everyday life and expand their vocabulary linked to labelling emotions and the positive/negative feeling and high/low energy.</b></p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	<p>Emotional Wellbeing – Celebrate the past and welcome the future</p> <p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H8.</b> to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p><b>Hw1. How to care for their mental health and physical health daily.</b></p> <p><b>Ss3. The power and importance of self-respect and how that can impact on and link to their happiness.</b></p> <p><b>Hw2. They might not feel happy all the time and how to manage other feelings.</b></p> <p><b>Hw3. To use a variety of vocabulary to talk in depth about their emotions.</b></p> <p><b>Hw4. How to judge whether what and how they are feeling is appropriate and proportionate (actions, energy).</b></p> <p><b>Hw5. Discuss mental and physical self-care strategies including, community participation and volunteering, physical exercise and time outdoors</b></p> <p><b>Hw6. Know that bullying can have a lasting effect on wellbeing.</b></p> <p><b>Hw7. Explain where and how to seek support</b></p>

							<p><b>(including recognising their own triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including from issues arising online).</b></p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>
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## Economic Wellbeing

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Economic Wellbeing – Learning about money</p> <p>Beginning to use everyday language related to money</p> <p><b>L10.</b> what money is; forms that money comes in; that money comes from different sources</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p>	<p>Economic Wellbeing – Learning about money</p> <p>Children use everyday language to talk about money to compare quantities and objects and to solve problems.</p> <p>Children are able to buy snacks from the snack shop and understand how simple transactions occur.</p> <p><b>L10.</b> what money is; forms that money comes in; that money comes from different sources</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p>	<p>Economic Wellbeing – Learning about money</p> <p>Growth Mindset Current Affairs Lesson</p> <p><b>L10.</b> what money is; forms that money comes in; that money comes from different Sources</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p> <p><b>L13.</b> that money needs to be looked after; different ways of doing this</p> <p><b>L14.</b> that everyone has different strengths when working</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p>	<p>Economic Wellbeing – Let's go shopping</p> <p>Growth Mindset Current Affairs Lesson</p> <p><b>L10.</b> what money is; forms that money comes in; that money comes from different Sources</p> <p><b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L13.</b> that money needs to be looked after; different ways of doing this</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>	<p>Economic Wellbeing – Keeping money safe</p> <p>Growth Mindset Current Affairs Lesson</p> <p><b>L17.</b> about the different ways to pay for things and the choices people have about this</p> <p><b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p><b>L26.</b> that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>Economic Wellbeing – Work and Money</p> <p>Growth Mindset Current Affairs Lesson</p> <p><b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)</p> <p><b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>L29.</b> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>Economic Wellbeing – Borrowing and earning money</p> <p>Growth Mindset Current Affairs Lesson</p> <p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>L28.</b> about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p>Economic Wellbeing – Budgeting, saving and spending</p> <p>Growth Mindset Current Affairs Lesson</p> <p><b>L23.</b> about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p><b>L24.</b> to identify the ways that money can impact on people's feelings and Emotions</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

## Relationship, Sex and Health Education (RSHE) TBC

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>ELG:</b> Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><b>4. Managing Self ELG</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>5. Building Relationships ELG</b> <b>Children at the expected level of development will:</b></p> <p>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p>SRE Transition</p> <p><b>H27.</b> about preparing to move to a new class/year group</p> <p><b>R3. That families can provide love and safety.</b></p> <p><b>R4. What makes them feel happy and safe with their family.</b></p> <p><b>R5. How to be a good friend and to ask for help if they are finding it difficult to make or maintain friendships.</b></p> <p><b>Ss4. That their main body parts (penis, vulva, buttocks) covered by their underwear/pants are private – use terms private parts</b></p> <p><b>Ss5. That their body parts covered by pants/underwear belong to them.</b></p> <p><b>Ss6. To understand public vs private (e.g. hygiene routines, using the toilet, clothing).</b></p> <p><b>Ss7. Who their trusted grown-ups are.</b></p> <p><b>Ss9. To understand personal space.</b></p>	<p>SRE Transition</p> <p><b>H27.</b> about preparing to move to a new class/year group</p> <p><b>Ss1. That their main body parts (penis, vulva, buttocks) covered by their underwear/pants are private.</b></p> <p><b>R3. That families might look different for different children.</b></p> <p><b>R4. Who are the people that love and care for them?</b></p> <p><b>R5. That healthy friendships are kind and welcoming.</b></p> <p><b>R6. That honesty, sharing interests and being respectful are some characteristics of friendship.</b></p> <p><b>R9. To know how to develop respectful relationships</b></p> <p><b>Ss2. They should tell a trusted grown up if someone's physical contact makes them feel uncomfortable, unhappy or worried.</b></p> <p><b>Ss3. To know that 'secrets' usually have an end (e.g. surprise birthday).</b></p> <p><b>Ss6. How to respond to being encouraged to do something that makes them feel worried or unsafe (peer pressure).</b></p>	<p>SRE Transition</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b>R2. That they can talk to trusted adults if a family relationship makes them feel sad or unsafe (e.g. peer pressure/unkind actions from siblings or cousins).</b></p> <p><b>R4. That family types are different for different children and all family types have a right to be respected.</b></p> <p><b>R5. How to make new friends.</b></p> <p><b>R6. What represents a healthy friendship (welcoming, warm and inclusive)</b></p> <p><b>R7. How to develop trustworthiness in a relationship with friends/family.</b></p> <p><b>R8. How to respond to peer pressure, being encouraged to do something that makes them feel worried or unsafe.</b></p> <p><b>R9. How to ask for help if a friendship makes them feel unhappy or worried or if they feel lonely/isolated.</b></p> <p><b>Ss8. To understand that they should use Penis, Vulva, Buttocks and Chest to report any worry or concern related to these areas of their body.</b></p> <p><b>Ss9. That their body belongs to them and they can say no to touch they do not like (including personal boundaries such as pushing, touching hair).</b></p> <p><b>Ss10. To know that secrets relating to being safe might not be right to keep.</b></p>	<p>SRE Transition</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b>R4. That friendships have ups and downs and to be aware of how to work through repair and even strengthen without the need for violence.</b></p> <p><b>R5. How to judge who to trust and not to trust.</b></p> <p><b>R6. How to respond to peer pressure or being encouraged to do something that makes them feel worried or unsafe.</b></p> <p><b>R2. That all family units have the capacity to provide love and care (including single parents, same sex families, step-families, blended families, foster families, adoptive families, unmarried families and guardianships).</b></p> <p><b>R3. The characteristics of friendship include: mutual respect; truthfulness; loyalty; kindness; generosity; trust; sharing interests and experiences.</b></p> <p><b>Ss8. Why they apply knowledge of appropriate boundaries with peers and within their family.</b></p> <p><b>Ss9. That their body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact (e.g. pushing, hitting, touching, hurting).</b></p> <p><b>Ss10. To understand the concept of privacy as children and whether this changes for adults.</b></p> <p><b>Ss11. That they should tell a trusted adult if someone's physical</b></p>	<p>SRE DATE Transition</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b>Hw1. The physical changes that their changing adolescent body will go through during puberty.</b></p> <p><b>R2. That marriage represents a formally recognised commitment of two people which is intended to be lifelong. (how does this align to their faith or belief?).</b></p> <p><b>R3. That two people can choose to be in a committed relationship and not be married or in a civil partnership.</b></p> <p><b>R5. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help.</b></p> <p><b>R7. How to navigate changing friendships and understand, recognise and have strategies to support in managing conflict and peer pressure.</b></p> <p><b>R8. How people make new friends and the positive feelings associated.</b></p> <p><b>R9. That healthy friendships welcome and include others, demonstrating value and respect.</b></p> <p><b>R10. How to build trust, honesty, kindness, generosity and experiences in a friendship.</b></p> <p><b>Ss3. How to model respectful relationships</b></p> <p><b>Ss6. How to recognise and report feelings of being unsafe or bad about any adult</b></p>	<p>SRE DATE Transition</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>R2. That relationships should offer children security as they grow up (Teachers, friends, family, guardians etc)</b></p> <p><b>R3. That they have lots of different types of relationships in their life.</b></p> <p><b>R4. What to expect from a friendship including that they might have up's and down's.</b></p> <p><b>R5. How to navigate changing friendships and understand managing conflict and peer pressure.</b></p> <p><b>R6. How to recognise who to trust and who not to trust.</b></p> <p><b>R7. To identify their unique qualities that they bring to a friendship.</b></p> <p><b>R8. To understand why and how people choose friends.</b></p> <p><b>Ss11. What to do or who to speak to if they need to report concerns or abuse and understand the importance of using Penis, Vulva, Buttocks and Chest/Breasts if the concern relates to these areas of their body and have the confidence to do so.</b></p> <p><b>Ss12. That secrets are not always right to keep if they relate to being safe.</b></p>

					<p>contact makes them feel uncomfortable or unsafe.</p> <p>Ss12. That they should tell a trusted adult if they have a bad feeling about any adult.</p> <p>Ss13. Who to ask for help and advice for themselves or others about things they have heard.</p>	<p>Ss7. What to do or who to speak to if they need to report concerns or abuse and understand the importance of using Penis, Vulva, Buttocks and Chest/Breasts if the concern relates to these areas of their body and have the confidence to do so.</p> <p>Ss8. What is meant by the concept of privacy and the implications of it for both adults and children.</p> <p>Ss9. Understand appropriate and inappropriate contact and touch.</p> <p>Ss10. That they should tell a trusted adult if someone's physical contact makes them feel uncomfortable or unsafe (and continue to talk until they are heard).</p> <p>Ss11. The vocabulary associated with different types of abuse (physical, emotional, sexual, neglect).</p> <p>Hw10. Describe the life process of reproduction in humans (including growth of baby over 9 months).</p>	<p>Ss13. To identify appropriate boundaries in friendships including online</p> <p>Ss14. To understand appropriate, inappropriate, safe and unsafe contact.</p>
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