#### Physical Health and Wellbeing

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#### Identity, Society and Equality

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



#### Keeping Safe and Managing Risk

	Keeping Safe and Managing Risk								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Keeping Safe and Managing	Keeping Safe and Managing	Keeping Safe and Managing	Keeping Safe and Managing	Keeping Safe and Managing	Keeping Safe and Managing	Keeping Safe and Managing	Keeping Safe and Managing		
Risk	Risk	Risk – Feeling Safe	Risk – Indoors and Outdoors	Risk – Bullying	Risk – Playing Safe	Risk – When things go wrong?	Risk – Keeping safe out and about		
Understands that equipment	6. Gross Motor Skills ELG	<b>H29.</b> to recognise <b>risk</b> in	<b>H35.</b> about what to do if	H38. how to predict, assess	<b>H41.</b> strategies for keeping	<b>H42.</b> about the importance	about		
and tools have to be used	Children at the expected	simple everyday situations	there is an accident and	and manage risk in different	safe in the local environment	of keeping personal	<b>H37.</b> reasons for following		
safely	level of development will:	and what action to take to	someone is hurt	situations	or unfamiliar places (rail,	information private;	and complying with		
		minimise harm			water, road) and firework	strategies for	regulations and restrictions		
<b>H29.</b> to recognise risk in	Negotiate space and		Hw1. That they should tell a	Hw1. How and where to seek	safety; safe use of digital	keeping safe online,	(including age restrictions);		
simple everyday situations	obstacles safely, with	H32. ways to keep safe in	trusted grown up if they feel	help for online issues.	devices when out and about	including how to manage	how they promote personal		
and what action to take to	consideration for themselves	familiar and unfamiliar	unhappy or worried.	Hard That information only	1140	requests for personal	safety and wellbeing with		
minimise harm	and others;	environments (e.g. beach,	So2 To know that 'occarete'	Hw2. That information online should be checked for	<b>H40.</b> about the importance of taking medicines correctly	information or images of	reference to social media, television programmes, films		
	16. Creating with Materials	shopping centre, park, swimming pool, on the street)	Ss3. To know that 'secrets' usually have an end (e.g.	reliability.	and using household	themselves and others; what to do if frightened or worried	games and online		
	ELG	and how to cross the road	surprise birthday).	reliability.	products safely, (e.g.	by something seen or read	garries and online		
	Children at the expected	safely	Sorprise billiady j.	Ss6. Their responsibility in	following instructions	online and how to report	<b>H40.</b> about the importance		
	level of development will:	saioty	Ss4. That some people	understanding what bullying	carefully)	concerns, inappropriate	of taking medicines correct		
		<b>H33.</b> about the people	behave differently online	is and what a bystander is	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	content	and using household		
	Safely use and explore a	whose job it is to help keep	compared to face to face.	(including cyber bullying).	H39. about hazards	and contact	products safely, (e.g.		
	variety of materials, tools and	us safe			(including fire risks) that may		following instructions		
	techniques, experimenting		Ss5. To tell a trusted grown up	Ss7. How to recognise when it	cause harm, injury or risk in	H43. about what is meant by	carefully)		
	with colour, design, texture,	<b>H35.</b> about what to do if	if someone does or says	is appropriate to seek	the home and what they	first aid; basic techniques for			
	form and function;	there is an accident and	something online that makes	permission from adults,	can do reduce risks and	dealing with common	<b>H41.</b> strategies for keeping		
	Children know how to store	someone is hurt	them sad or worried.	friends and peers.	keep safe	injuries <sup>2</sup>	safe in the local environmer		
	Children know how to stay safe when out in the sun for	<b>H36.</b> how to get help in an	Ss8. To understand the	Hw3. That search engines rank their results based on	Ss7. Be aware and have	H44. how to respond and	or unfamiliar places (rail, water, road) and firework		
	prolonged periods of times.	emergency (how to dial 999	importance of seeking adult	the consumer.	strategies to respond safely	react in an emergency	safety; safe use of digital		
	prolonged periods of firmes.	and what to say)	permission.	ine consomer.	to adults they may encounter	situation; how to identify	devices when out and about		
	Aware of how to cross the	aaa say,	Permission	Hw4. That children have a	that are strangers (including	situations that may require			
	road safely.	Ss1. What is and is not telling	Hw6.What are emergency	right to information but they	online).	the emergency services;	<b>H42.</b> about the importance		
	,	the truth.	services and when to call	know how to question the		know how to contact them	of keeping personal		
	Aware of stranger danger.		them.	source of data.	Hw4. The internet is an	and what to say	information private;		
		Ss2. To understand the			integral part of life and has		strategies for keeping safe		
	H32. ways to keep safe in	importance of turn taking.	Hw7.Their own personal	Ss11. How to respond to a	many benefits and	R18. to recognise if a	online, including how to		
	familiar and unfamiliar	6.0 M/L L L	contact details in case of	person that they do not know	opportunities.	friendship (online or offline) is	manage requests for		
	environments (e.g. beach, shopping centre, park,	Ss3. What secrets are.	emergency (e.g. telephone number or address).	(including online).	Live The negative elements	making them feel unsafe or uncomfortable; how to	personal information or		
	swimming pool, on the street)	Ss8. To identify boundaries of	nomber of address).	Ss12. To continue asking for	Hw5. The negative elements of the internet can include	manage this and ask for	images of themselves and others; what to do if		
	and how to cross the road	play for different children.	Hw8. Why and how they	help until they are heard.	trolling, online abuse and	support if necessary	frightened or worried by		
	safely	play for amerem emarem.	should wash their hands to	neip on mey are neare.	bullying and this can impact	30pport in riocossary	something seen or read		
		Ss10. That being online is fun	prevent germs spreading.	Ss13. How some people	negatively on mental	Ss4. The different types of	online and how to report		
	H33. about the people	but sometimes they might		behave differently online to	wellbeing.	bullying and who to tell.	concerns, inappropriate		
	whose job it is to help keep	see or hear something that	Hw9. That some games and	face to face.			content and contact		
	us safe	worries them.	online videos are for		Hw6. That some	Ss5. How and why age			
			grownups and older children	Ss14. That consequences for	computer/online	restrictions on social media,	H43. about what is meant by		
		Hw8.The positives of having	and how to check for age	unkind words or actions	games/apps have age	apps and games protect	first aid; basic techniques for		
		screen free time.	appropriateness.	online are the same as face	restrictions for their	them.	dealing with common injurie		
		Hw9. How and why to tell a	Hw10. That some household	to face and the impact that their actions online have on	protection.	Set How to recognize and	<b>R45</b> . about the factors that		
		trusted adult about an online	substances are dangerous for		Hw9. Describe and	Ss6. How to recognise and report feelings of being	contribute to young people		
		worry.	children.	Omers.	demonstrate concepts of	unsafe or bad about any	joining gangs; the social,		
			Cdi Gii.	Ss15. How friendships online	basic first aid e.g. common	adult	legal and physical		
					injuries and head injuries.	1 2 2 3 1	consequences of <b>gang</b>		

may be different to face to

face friendships

injuries and head injuries.

Hw10. Know when to call emergency services if

necessary (including how

and efficient).

they would make this clear

feels like (Impact, Power,

consequences of gang

Ss1. What peer pressure is

and why it might happen.

\$s6. What bullying looks and

behaviours

Context)

			Hw11. Know their personal	
			contact details.	Ss8. That people may behave differently online, including being dishonest about their identity.
				Ss9. How to navigate the internet (using rules and principles to keep them safe) and report risks and harmful content.
				Ss10. How to critically question online friendships and information sourced from the internet.
				Hw8. The importance and common use of the internet as an integral part of life.
				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)



#### **Emotional Wellbeing**

			Lillolloll	ui Wellbellig			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotional Wellbeing	Emotional Wellbeing	Emotional Wellbeing –	Emotional Wellbeing –	Emotional Wellbeing -More	Emotional Wellbeing –Taking	Emotional Wellbeing –Moving	Emotional Wellbeing –
		Knowing What to do	Developing Confidence	about Me	more control	on with confidence and	Celebrate the past and
	3. Self-Regulation ELG					clarity	welcome the future
Dama antrotas friandly	Children at the expected	H11. about different feelings	H13. how feelings can affect	H15. that mental health, just	H18. about everyday things	UO1 to vo a comica vygovaja s	1102 allocate also are are allocate
Demonstrates friendly behaviour, initiating	level of development will:	that humans can experience	people's bodies and how they behave	like physical health, is part of daily life;	that affect feelings and the importance of expressing	<b>H21.</b> to recognise warning signs about mental health	<b>H23</b> . about change and loss including death, and how
conversations and forming	Show an understanding of	H24. how to manage when	mey benave	daily life,	feelings	and wellbeing and how to	these can affect feelings;
good relationships with peers	their own feelings and those	finding things difficult	H14. how to recognise what	<b>H5.</b> the characteristics of	10011193	seek support for themselves	ways of expressing and
and familiar adults.	of others, and begin to		others might be feeling	mental and emotional	<b>H20.</b> strategies to respond to	and others	managing grief and
	regulate their behaviour	H15. to recognise that not		health; to develop empathy	feelings, including intense or		bereavement
Strategies to understand and	accordingly;	everyone feels the same at	H19. to recognise when they	and understanding about	conflicting feelings; how to	<b>H22.</b> to recognise that	
build resilience, as well as	Set and work towards simple	the same time, or feels the	need help with feelings; that	how daily actions can affect	manage and respond	anyone can experience	<b>H24</b> . problem-solving
how to respond to	goals, being able to wait for	same about the same things	it is important to ask for help	people's mental health	P11land a south day of	mental ill-health and that it is	strategies for dealing with
disappointments and setbacks	what they want and control their immediate impulses	H18. different things they can	with feelings; and how to ask for it	Ss3. The importance of self-	R11. what constitutes a positive healthy friendship	important to discuss feelings with a trusted adult	emotions, challenges and change, including the
serbacks	when appropriate;	do to manage big feelings,	101 11	respect and the impact this	(e.g. mutual respect, trust,	wiiii a iiosiea aaoii	transition to new schools
	Give focused attention to	to help calm themselves	<b>H24.</b> how to manage when	can have on their wellbeing.	truthfulness, loyalty, kindness,	<b>H28.</b> to identify personal	I di isinon lo new seriosis
	what the teacher says,	down and/or change their	finding things difficult		generosity, sharing interests	strengths, skills, achievements	<b>H8.</b> to recognise warning
	responding appropriately	mood when they don't feel		Hw5. That they can create	and experiences,	and interests and how these	signs of common mental and
	even when engaged in	good	<b>R8.</b> simple strategies to	and access various self-care	support with problems and	contribute to a sense of self-	emotional health concerns
	activity, and show an ability		resolve arguments between	routines, including hobbies,	difficulties); that the same	worth	(including stress, anxiety and
	to follow instructions involving	<b>R9.</b> how to ask for help if a	friends positively	and spending time with	principles apply to online	1100	depression), what might
	several ideas or actions.	friendship is making them feel	Ss7. How to listen to others	family and friends.	friendships as to face-to-face relationships	<b>H29.</b> about how to manage setbacks/perceived failures,	trigger them and what help or treatment is available
		unhappy	and share their own	Hw6. To recognise when they	reidilonships	including how to reframe	or fredittient is available
		<b>R7.</b> about how to recognise	opinion/thoughts	feel differently to usual and	<b>H6.</b> about change and its	unhelpful thinking	Hw1. How to care for their
		when they or someone else	respectfully.	how to seek support for their	impact on mental health		mental health and physical
		feels lonely and what to do		mental wellbeing including	and wellbeing and to	H7. a broad range of	health daily.
			R7. That their friendships	regulating their emotions.	recognise the need for	strategies — cognitive and	
		R6. What is kind and unkind	might have ups and downs		emotional support during life	practical — for promoting	Ss3. The power and
		behaviour and how kindness	(including the difference	Hw7. That emotions are part	changes and/or difficult	their own emotional	importance of self-respect
		makes them feel.	between alone and lonely).	of everyday life and humans' experiences impact on their	experiences	wellbeing, for avoiding negative thinking and for	and how that can impact on and link to their happiness.
		R8. How to make others feel	Hw2. The names of different	emotional response.		ways of managing	and link to men happiness.
		welcomed and not	emotions and how they	emonariesponse.	Hw15. How to recognise and	mental health concerns	Hw2. They might not feel
		excluded.	might make them feel or act	Hw8. That they can speak to	talk about their emotions,		happy all the time and how
			(scale of high energy/low	adults in school and at home	including having a varied	R4. How to recognise and	to manage other feelings.
		R9. That their choices can	energy).	if they are worried about their	vocabulary of words to use	label feelings that they	
		impact the emotions of them		or anyone else's health.	when talking about their own	associate with being	Hw3. To use a variety of
		and others.	Hw3. What things benefit their	Uhan Thankasan adama a a af	and others' feelings.	uncomfortable, unhappy and	vocabulary to talk in depth
		Hw4. To name a variety of	own wellbeing (time outdoors, physical activity,	Hw9. That experiences of bullying can have a lasting	Hw15. That isolation and	unsafe.	about their emotions.
		emotions and how they	and community work, giving	impact on their mental	loneliness can affect	Hw6. That mental ill health is	Hw4. How to judge whether
		make them feel and act.	to others).	wellbeing and strategies to	children.	common for people to	what and how they are
		mane mem reer and acm	io omicioj.	help tackle		experience and the support	feeling is appropriate and
		Strategies to understand and	R11.That words and actions		Strategies to understand and	available, if accessed early	proportionate (actions,
		build resilience, as well as	can hurt their and others'	R10. That caring friendships	build resilience, as well as	enough can often resolve the	energy).
		how to respond to	feelings and bodies	are important for their health,	how to respond to	problems.	
		disappointments and		wellbeing and happiness.	disappointments and		Hw5. Discuss mental and
		setbacks	Strategies to understand and build resilience, as well as	Stratogics to understand and	setbacks	Hw7. That emotions are part	physical self-care strategies
			how to respond to	Strategies to understand and build resilience, as well as		of everyday life and expand their vocabulary linked to	including, community participation and
			disappointments and	how to respond to		labelling emotions and the	volunteering, physical
			setbacks	disappointments and		positive/negative feeling and	exercise and time outdoors
				setbacks		high/low energy.	
							Hw6. Know that bullying can
						Strategies to understand and	have a lasting effect on
						build resilience, as well as	wellbeing.
						I DOW TO PACAGO TO	



Hw7. Explain where and how to seek support (including

how to respond to

disappointments and setbacks

	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).
	Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks



#### **Economic Wellbeing**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Economic Wellbeing -	Economic Wellbeing -	Economic Wellbeing -	Economic Wellbeing – Let's	Economic Wellbeing -	Economic Wellbeing – Work	Economic Wellbeing -	Economic Wellbeing –
Learning about money	Learning about money	Learning about money	go shopping	Keeping money safe	and Money	Borrowing and earning	Budgeting, saving and
						money	spending
Beginning to use everyday	Children use everyday	Growth Mindset	Growth Mindset	Growth Mindset	Growth Mindset		
language related to money	language to talk about	Current Affairs Lesson	Current Affairs Lesson	Current Affairs Lesson	Current Affairs Lesson	Growth Mindset	Growth Mindset
	money to compare					Current Affairs Lesson	Current Affairs Lesson
L10. what money is; forms	quantities and objects and to		L10. what money is; forms	<b>L17.</b> about the different ways	L19. that people's spending	101 -1:45	102 also while a distriction of the
that money comes in; that	solve problems.	that money comes in; that	that money comes in; that	to pay for things and the	decisions can affect others	<b>L21.</b> different ways to keep	<b>L23.</b> about the risks involved
money comes from different	Children are alpha to hour	money comes from different	money comes from different	choices people have about this	and the environment (e.g.	track of money	in gambling; different ways
sources	Children are able to buy snacks from the snack shop	Sources	Sources	ITIIS	Fairtrade, buying single-use plastics, or giving to charity)	L22. about risks associated	money can be won or lost through gambling-
L15. that jobs help people to	and understand how simple	L11. that people make	L12. about the difference	L18. to recognise that people	plastics, or giving to charity)	with money (e.g. money can	related activities and their
earn money to pay for things	transactions occur.	different choices about how	between needs and wants;	have different attitudes	<b>L20.</b> to recognise that people	be won, lost or stolen) and	impact on health, wellbeing
edititioney to pay for fillings	ildisaciloris occor.	to save and spend money	that sometimes people may	towards saving and spending	make spending decisions	ways of keeping money safe	and
	<b>L10.</b> what money is; forms	lo save and spend money	not always be able to have	money; what influences	based on priorities, needs	ways of keeping money sale	future aspirations
	that money comes in; that	<b>L13.</b> that money needs to be	the things they want	people's decisions; what	and wants	<b>L27.</b> about stereotypes in the	Totolo dispirations
	money comes from different	looked after; different ways	ine nangs mey warn	makes something 'good		workplace and that a	<b>L24.</b> to identify the ways that
	sources	of doing this	L13. that money needs to be	value for money'	<b>L27.</b> about stereotypes in the	person's career aspirations	money can impact on
		, and the second	looked after; different ways	,	workplace and that a	should not be limited by	people's feelings and
	L15. that jobs help people to	<b>L14.</b> that everyone has	of doing this	L25. to recognise positive	person's career aspirations	them	Emotions
	earn money to pay for things	different strengths when		things about themselves and	should not be limited by		
		working	L16. different jobs that	their achievements; set goals	them	L28. about what might	L32. to recognise a variety of
			people they know or people	to help achieve personal		influence people's decisions	routes into careers (e.g.
		L15. that jobs help people to	who work in the community	outcomes	<b>L29.</b> that some jobs are paid	about a job or career (e.g.	college, apprenticeship,
		earn money to pay for things	do		more than others and money	personal interests and values,	university)
				L26. that there is a broad	is one factor which may	family connections to certain	
			L17. about some of the	range of different	influence a person's job or	trades or businesses,	
			strengths and interests	jobs/careers that people can	career choice; that people	strengths and qualities, ways	
			someone might need to do	have;	may choose to do voluntary	in which stereotypical	
			different jobs	that people often have more	work which is unpaid	assumptions can deter	
				than one career/type of job		people from aspiring to	
				during their life		certain jobs)	
				<b>L30.</b> about some of the skills			
				that will help them in their			
				future careers e.g.			
				teamwork, communication			
				and negotiation			



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

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>ELG</b> : Children manage their	4. Managing Self ELG	SRE	SRE	SRE	SRE	SRE	SRE
own basic hygiene and	Manage their own basic	Transition	Transition	Transition	Transition	DATE	DATE
personal needs successfully,	hygiene and personal needs,	Transmort	Transmer I	Transmert	Tarismori	Transition	Transition
including dressing and going	including dressing, going to	<b>H27</b> . about preparing to	<b>H27</b> . about preparing to	<b>H36.</b> strategies to manage	<b>H36.</b> strategies to manage	Transmert	Transmort
to the toilet independently.	the toilet and understanding	move to a new class/year	move to a new class/year	transitions between classes	transitions between classes	<b>H36.</b> strategies to manage	<b>H36.</b> strategies to manage
To me toller macpenaerilly.	the importance of healthy	group	group	and key stages	and key stages	transitions between classes	transitions between classes
	food choices.	gioop	J groop	and key stages	dila key siages	and key stages	and key stages
	100d Choices.	R3. That families can provide	Ss1. That their main body	R2. That they can talk to	R4. That friendships have ups	dia key siages	and key stages
	5. Building Relationships ELG	love and safety.	parts (penis, vulva, buttocks)	trusted adults if a family	and downs and to be aware	Hw1. The physical changes	<b>H35.</b> about the new
	Children at the expected	love and salety.	covered by their	relationship makes them feel	of how to work though repair	that their changing	opportunities and
		R4. What makes them feel					the state of the s
	level of development will:		underwear/pants are private.	sad or unsafe (e.g. peer	and even strengthen without	adolescent body will go	responsibilities that increasing
	Mark and plant and provide	happy and safe with their	D2 That families minht look	pressure/unkind actions from	the need for violence.	through during puberty.	independence may bring
	Work and play cooperatively	family.	R3. That families might look	siblings or cousins).	DE III. I. I. I. I. I. I. I. I.	DO The Leave to the control of	DO 71-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-
	and take turns with others;	DE U. J. L.	different for different children.	D4 71 15 17 1	R5. How to judge who to trust	R2. That marriage represents	R2. That relationships should
	Form positive attachments to	R5. How to be a good friend		R4. That family types are	and not to trust.	a formally recognised	offer children security as they
	adults and friendships with	and to ask for help if they are	R4. Who are the people that	different for different children		commitment of two people	grow up (Teachers, friends,
	peers;	finding it difficult to make or	love and care for them?	and all family types have a	R6. How to respond to peer	which is intended to be	family, guardians etc)
	Show sensitivity to their own	maintain friendships.		right to be respected.	pressure or being	lifelong. (how does this align	
	and to others' needs.		R5. That healthy friendships		encouraged to do something	to their faith or belief?).	R3. That they have lots of
		Ss4. That their main body	are kind and welcoming.	R5. How to make new friends.	that makes them feel worried		different types of
		parts (penis, vulva, buttocks)			or unsafe.	R3. That two people can	relationships in their life.
		covered by their	R6. That honesty, sharing	R6. What represents a healthy		choose to be in a committed	
		underwear/pants are private	interests and being respectful	friendship (welcoming, warm	R2. That all family units have	relationship and not be	R4. What to expect from a
		– use terms private parts	are some characteristics of	and inclusive)	the capacity to provide love	married or in a civil	friendship including that they
			friendship.		and care (including single	partnership.	might have up's and down's.
		Ss5. That their body parts		R7. How to develop	parents, same sex families,		
		covered by pants/underwear	R9. To know how to develop	trustworthiness in a	step-families, blended	R5. How to recognise if	R5. How to navigate
		belong to them.	respectful relationships	relationship with	families, foster families,	family relationships are	changing friendships and
				friends/family.	adoptive families, unmarried	making them feel unhappy	understand managing
		Ss6. To understand public vs	Ss2. They should tell a trusted		families and guardianships).	or unsafe and how to seek	conflict and peer pressure.
		private (e.g. hygiene	grown up if someone's	R8. How to respond to peer		help.	
		routines, using the toilet,	physical contact makes	pressure, being encouraged	R3. The characteristics of		R6. How to recognise who to
		clothing).	them feel uncomfortable,	to do something that makes	friendship include: mutual	R7. How to navigate	trust and who not to trust.
			unhappy or worried.	them feel worried or unsafe.	respect; truthfulness; loyalty;	changing friendships and	
		Ss7. Who their trusted grown-			kindness; generosity; trust;	understand, recognise and	R7. To identify their unique
		ups are.	Ss3. To know that 'secrets'	R9. How to ask for help if a	sharing interests and	have strategies to support in	qualities that they bring to a
			usually have an end (e.g.	friendship makes them feel	experiences.	managing conflict and peer	friendship.
		Ss9. To understand personal	surprise birthday).	unhappy or worried or if they		pressure.	
		space.		feel lonely/isolated.	Ss8. Why they apply		R8. To understand why and
			Ss6. How to respond to being		knowledge of appropriate	R8. How people make new	how people choose friends.
			encouraged to do something	Ss8. To understand that they	boundaries with peers and	friends and the positive	
			that makes them feel worried	should use Penis, Vulva,	within their family.	feelings associated.	Ss11. What to do or who to
			or unsafe (peer pressure).	Buttocks and Chest to report			speak to if they need to
				any worry or concern related	Ss9. That their body belongs	R9. That healthy friendships	report concerns or abuse
				to these areas of their body.	to them and the differences	welcome and include others,	and understand the
				,	between appropriate and	demonstrating value and	importance of using Penis,
				Ss9. That their body belongs	inappropriate or unsafe	respect.	Vulva, Buttocks and
				to them and they can say no	physical, and other, contact		Chest/Breasts if the concern
				to touch they do not like	(e.g. pushing, hitting,	R10. How to build trust,	relates to these areas of their
				(including personal	touching, hurting).	honesty, kindness, generosity	body and have the
				boundaries such as pushing,	J	and experiences in a	confidence to do so.
				touching hair).	Ss10. To understand the	friendship.	
					concept of privacy as		Ss12. That secrets are not
				Ss10. To know that secrets	children and whether this	Ss3. How to model respectful	always right to keep if they
				relating to being safe might	changes for adults.	relationships	relate to being safe.
				not be right to keep.	Changes for adons.	Telanonships	locate to being sale.
				nor be rigin to keep.	Ss11. That they should tell a	Ss6. How to recognise and	Ss13. To identify appropriate
					trusted adult if someone's	report feelings of being	boundaries in friendships
					physical contact makes	unsafe or bad about any	including online
					them feel uncomfortable or	adult	lifeloding offilie
						ddoll	
					unsafe.		



		Ss12. That they should tell a trusted adult if they have a bad feeling about any adult.  Ss13. Who to ask for help and advice for themselves or others about things they have	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.	Ss14. To understand appropriate, inappropriate, safe and unsafe contact.
			Ss8. What is meant by the concept of privacy and the implications of it for both adults and children.  Ss9. Understand appropriate	
			and inappropriate contact and touch.  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).  Ss11. The vocabulary associated with different types of abuse (physical,	
			emotional, sexual, neglect).  Hw10. Describe the life process of reproduction in humans (including growth of baby over 9 months).	

