

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4	<p>Friendships</p> <p>Select and use activities and resources, with help when needed. Increasingly follow rules, understanding why they are important.</p> <p>I can follow the rules and routines in nursery</p>	<p>Friendships</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p>	<p>Feelings</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>Caring for others</p> <p>Understand gradually how others might be feeling Remember rules without needing an adult to remind them.</p>	<p>Healthy Me</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing</p>	<p>Caring for others</p> <p>Develop their sense of responsibility and membership of a community.</p>
Reception	<p>Friendships</p> <p>See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships What makes a good friend?</p> <p>I know what makes a good friend</p>	<p>Feelings</p> <p>Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p> <p>I can talk about how I feel</p>	<p>Healthy Me</p> <p>Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>I know how to keep safe I know how to stay healthy</p>	<p>Caring for others</p> <p>Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration.</p> <p>I know how to care for others and the environment</p>	<p>Solving problems</p> <p>How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Learning about qualities and differences Celebrating differences</p> <p>I can solve problems</p>	<p>Changes</p> <p>Taking part in sports day - Winning and losing Changing me Look how far I've come Dreams and Goals Show resilience and perseverance in the face of challenge.</p> <p>I can talk about how I have changed</p> <p>I can talk about my future</p>
Year 1	<p>Physical Health and Wellbeing: Fun Times</p> <p>Celebration, festival, special, team, physical, party, family, game</p> <p>I know food and drinks associated</p>	<p>Keeping safe and managing risk: Feeling safe</p> <p>Trust, adult, private, secret, underwear</p> <p>I know who is a</p>	<p>Identity, society, and equality: Me and others</p> <p>Special, responsible, different, similar, behaviour, rules, consequences, restorative practice</p>	<p>Drugs, Alcohol and Tobacco: What do we put into and on to our bodies?</p> <p>uncomfortable, drug, medicine, alcohol, tobacco</p> <p>I know which things are good to put</p>	<p>Mental Health and emotional wellbeing: Feelings</p> <p>Feelings, emotions, good, not-so-good, change, loss, understanding</p> <p>I know good and not-</p>	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Money, spend, save, borrow, benefits, job, safe, equal, earn</p> <p>I know people get money in different</p>

	<p>with different celebrations.</p> <p>I know how different people celebrate at home including the food they eat.</p> <p>I know that special days have special foods.</p> <p>Can I show how I celebrate a birthday? Can I make a list of party food? Can I explain the different types of special days?</p> <p>Mindmate – Being the same and being different</p>	<p>trusted adult.</p> <p>I know that there are good and bad secrets.</p> <p>I know that some body parts are private.</p> <p>Can I say who are my trusted adults? Can I say who I would ask for help? Can I explain why our body parts are private?</p> <p>Mindmate – Family and Friends</p> <p>Discovery Education – Healthy bodies, healthy minds (RSE): Our bodies and the amazing things they can do. Learning correct names for body parts.</p>	<p>I know that everyone is special.</p> <p>I know how I can be responsible.</p> <p>I know what behaviours are helpful and unhelpful.</p> <p>I know how my behaviour affects others.</p> <p>Can I say why everyone is special? Can I show what behaviours are helpful and unhelpful? Can I explain how my behaviour affects others?</p> <p>Mindmate – Feeling good and being me</p>	<p>into/on my body.</p> <p>I know which things are harmful to put into/on my body</p> <p>I know who I can ask for help if I am unsure or feel uncomfortable</p> <p>I know some basic safety rules about these things</p> <p>Can I say what I put into my body? Can I say who I would ask for help? Can I share safety rules?</p> <p>Physical Health and wellbeing: Fun times – 3 sun safety lessons</p> <p>Effects, protect, harm, dangerous, damage, sunburn, dehydration, shade</p> <p>I know what the sun can do to my body</p> <p>I know how to protect my body from the sun</p> <p>I know who to ask for help when I go out in the sun</p> <p>Can I say what the Sun does to my skin? Can I explain how I can keep my skin safe in the sun?</p> <p>Mindmate – Life changes</p>	<p>so-good feelings.</p> <p>I know people can feel different from me.</p> <p>I know some ways to manage my feelings.</p> <p>I know who I can ask for help</p> <p>I know how I/others might feel when they experience loss/change</p> <p>I know what I can do to help with unhappiness</p> <p>Can I share my feelings? Can I explain positive and negative feelings? Can I explain how I can manage my feelings? Can I say how I could help other people feelings?</p> <p>Mindmate – Solving problems</p> <p>Discovery Education – coping with change: Growing from young to old and how we have changed since we were</p>	<p>ways.</p> <p>I know that people have to make choices about what they buy.</p> <p>I know why people might save money to buy things they want.</p> <p>I know where my money is the safest</p> <p>I know that men and women can do the same job</p> <p>I know that some people have a job to earn money</p> <p>Can I explain where people get money from? Can I show what people spend their money on? Can I explain why people save their money? Can I say where is safe to keep my money?</p> <p>Mindmate – Strong emotions</p>
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Year 2	<p>Physical Health and Wellbeing</p> <p>Healthy, physical, mental, exercise, hygiene</p> <p>I know why it is important to eat well</p> <p>I know about the importance of physical activity, sleep, and rest</p> <p>I know about people who help us stay healthy and well, and about basic health and hygiene routines</p> <p>Do I know what I need to eat and do to make me a healthy child?</p> <p>Mindmate – Being the same and being different</p>	<p>Mental health and emotional wellbeing:</p> <p>Friendship</p> <p>Mental health, emotions, friendships, problems, restorative practice, resolving, moving forward, significant adult</p> <p>I know about the importance of special people in my life</p> <p>I know about making friends and who can help me with friendships</p> <p>I know about solving problems that might arise with friendships</p> <p>Am I aware of how positive relationships make me feel? Can I understand which tools to use when problems arise in relationships?</p> <p>Mindmate – Family and friends</p> <p>Discovery Education – Healthy and happy</p>	<p>Sex and relationship education: Boys and girls, families</p> <p>Family types, gender, male, female, differences, similarities, lifecycle, respect, equality, biological, breasts, vagina, penis, womb</p> <p>I understand and respect the differences and similarities between people.</p> <p>I know about the biological differences between male and female animals and their role in the lifecycle.</p> <p>I know the biological differences between male and female children.</p> <p>I know about growing from young to old. I know ways in which to care for others. I know about different types of family and how their home-life is special.</p> <p>Can I say what biological differences males and females have? Am I aware of my own gender and what biological features I have? I have an awareness of diversity of families and respect that difference.</p> <p>Mindmate – Feeling good and being me</p> <p>Mindmate – Life changes</p> <p>Discovery education – Coping with change (RSE) and Families and committed relationships: Exploring how our bodies and need change and grow as we grow older.</p>		<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Safe, risk, danger, listening, looking, awareness, responsibility</p> <p>I know about keeping safe indoors including fire safety</p> <p>I know about keeping safe outside</p> <p>I know about road safety</p> <p>I know how to stay safe in dangerous situations.</p> <p>Mindmate – Solving problems</p>	<p>Drugs, alcohol, and tobacco: Medicines</p> <p>Medication, drugs, alcohol, chemist, doctor, prescription, pharmacy, responsibility, dose, asthma, inhaler</p> <p>I know why medicines are taken</p> <p>I know where medicines come from</p> <p>I know about keeping myself safe around medicines</p> <p>I know that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow the instructions for their use</p> <p>I know what medicines are and how they are used to help people. I can understand why people take medicines.</p>

		<p>friendships: Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.</p>				<p>Mindmate – strong emotions</p>
<p>Year 3</p>	<p>Drugs, alcohol, and tobacco education: Tobacco is a drug</p> <p>Smoking, lungs, tar, addiction, harm, support, nicotine, breathing, second hand, passive</p> <p>I know what is meant by the word 'Drug'.</p> <p>I know the effects and risks of smoking and of second-hand smoke on the body.</p> <p>I know about some of the support and medicines that people might use to help them stop smoking</p> <p>Mindmate – being the same and being different</p>	<p>Keeping safe and managing risk: Bullying – see it, say it, stop it</p> <p>Bullying, S.T.O.P, restorative practice, trusted adult, friendship, verbal, physical</p> <p>I know how to define what is meant by 'bullying'.</p> <p>I know the different types of bullying.</p> <p>I know how to help someone being bullied.</p> <p>Mindmate – Family and friends</p>	<p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Challenges, difficulties, reflection, feelings, people, emotions, support, restorative, discussions, reflection</p> <p>I know how it feels to be challenged, try something new or difficult.</p> <p>I know what is meant by a put-up or put-down and how this can affect people.</p> <p>I know some positive ways to manage setbacks and how to ask for help or support.</p>	<p>Identity, society and equality: Celebrating difference</p> <p>Family, culture, belief, gender, community, viewpoint, opinion, debate, discussion</p> <p>I know that people have differences and similarities, including family, culture, age, gender, personal interests, belief.</p> <p>I know what being part of a community means.</p> <p>I know I can stand up for my point of view</p> <p>Mindmate – Life changes</p>	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Persuade, cost, value, savings, financial capability, economic well-being, budget, attributes</p> <p>I know how manufacturers and shops persuade us to spend money.</p> <p>I know who to ask about money questions relating to needs and wants.</p> <p>I know the skills and attributes needed for different jobs.</p> <p>Mindmate – Solving problems</p>	<p>Physical health and wellbeing: What helps me choose?</p> <p>Choice, influence, physical, active, attract, cost, persuade, support</p> <p>I know who and what influences my choices about food and drinks.</p> <p>I know why people are attracted to different brands.</p> <p>I know a range of physical activities that help the body.</p> <p>Mindmate – strong emotions</p>

			<p>Mindmate – Feeling good and being me</p> <p>Discovery education – Coping with change: Coping with feelings around changed in our lives</p>		
Year 4	<p>Identity, society and equality: Democracy</p> <p>Democracy, law, vote, rules, opinions, ballot, council, councillor, majority, views,</p> <p>I know what Democracy means.</p> <p>I know that laws help to keep people safe.</p> <p>I know that people may have different views about how money should be spent in my local area.</p> <p>Can I begin to understand how the country/government is run?</p>	<p>Drug, alcohol and tobacco education: Making choices</p> <p>Habit, addiction, drugs, alcohol, legal/illegal, affects, prescription.</p> <p>I know why people take drugs.</p> <p>I know what alcohol can do to a person.</p> <p>I know what is meant by habit and addiction.</p> <p>Can I understand the harmful effects that excessive drug and alcohol use can cause me?</p> <p>Can I understand the different effects that</p>	<p>Physical health and wellbeing: What is important to me?</p> <p>Avoid, religion, cultural, moral, influence, choices seasonality, ethical, screen time.</p> <p>I know why people may eat or avoid certain foods. (religion, moral, cultural or health)</p> <p>I know which factors influence people's food choices.</p> <p>I know the impact that screen time can have on a person's</p>	<p>Keeping safe and managing risk: Playing safe.</p> <p>Appropriate, emergency, peer pressure, decision, response, reaction, first aid.</p> <p>I know why some games are not appropriate.</p> <p>I know how unhelpful pressure could affect my decision making.</p> <p>I know what to do in an emergency including some basic first aid procedure.</p> <p>Can I understand when someone is peer pressuring me</p>	<p>Sex and relationship education: Growing up and changing</p> <p>Male, female, physical, lifecycle, menstruation, puberty, hygiene, stereotype, empathy, wet dreams</p> <p>I know the changes that take place through the human lifecycle.</p> <p>I know the physical changes associated with puberty. I know how to describe menstruation and wet dreams. I know how to care for my body during puberty.</p> <p>I know how to describe how feelings and behaviour change during puberty.</p> <p>I know how to empathise with other people's feelings.</p> <p>Can I understand how hormones in a person's body can have different effects depending on their gender?</p>

	<p>Can I understand the difference between democracy and dictatorship and the effects they have on a country?</p> <p>Mindmate – being the same and being different</p>	<p>are caused by certain drugs and alcohol?</p> <p>Mindmate – Family and friends</p>	<p>health.</p> <p>Can I understand and recognize the differences in cultural and religious reasoning behind choice? Can I understand the dangerous effects that screen time has on mental and physical wellbeing?</p> <p>Mindmate – Feeling good and being me</p>	<p>to do something and the differences between right and wrong?</p> <p>Do I know how safely help someone in need without causing more damage?</p> <p>Mindmate – Life changes</p>	<p>I know I can share opinions about my feelings and behaviors with the correct people?</p> <p>Mindmate – Solving problems Mindmate – strong emotions</p> <p>Discovery education – Coping with change: How our bodies change as we enter puberty, including hygiene needs and menstruation.</p>	
Year 5	<p>Physical health and wellbeing: In the media</p> <p>Influence, role models, appropriate, image, unique, individuality</p> <p>I know how to identify advertising as one influence on people's choices about food and drink.</p> <p>I know that celebrities can be presented as role</p>	<p>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Stereotype, discrimination, disablist, transphobia, racist, prejudice, homophobic, sexist, gender</p> <p>I know how to challenge gender stereotypes.</p> <p>I know some</p>	<p>Keeping safe and managing risk: When things go wrong</p> <p>Abuse, violence, safety, relationship, risks, hazards, trusted adult, domestic violence</p> <p>I know when and how to report something that makes them feel unsafe or uncomfortable.</p> <p>I know what is meant by domestic violence and abuse.</p>	<p>Mental health and emotional wellbeing: Dealing with feelings.</p> <p>Conflict, bereavement, understanding, loss, death, permanent, sympathy,</p> <p>I know/recognise how emotions can be expressed appropriately in different situations.</p> <p>I know ways of positively coping</p>	<p>Drug, alcohol and tobacco education: Different influences</p> <p>Influencers, pressure, informed decision, addiction, substance abuse</p> <p>know that there are risks associated with all smoking drugs.</p> <p>know that there are many influences on us at anytime.</p> <p>know some ways to</p>	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Enterprise, loan. Credit, debt, owe, career, future, manageable, unmanageable</p> <p>I know there are different ways that people can pay for something (including line, loans, credit cards and hire-purchase)</p>

	<p>models and that they maybe a good or not-so-good role model for young people.</p> <p>I know how to accept and respect that people have bodies that are different.</p> <p>Can I identify and talk about what influences the way I feel about myself? Can I recognise the negative and positive influences on me and my friends?</p> <p>Mindmate – Being the same and being different</p> <p>Discovery Education – Healthy and happy friendships: Identity and peer pressure off and online. Positive emotional health and wellbeing.</p>	<p>discriminatory language (homophobic, sexist, disablist, racist and transphobia).</p> <p>I know how discriminatory language can make people feel and that this is unacceptable.</p> <p>Can I begin to identify the tools I need to challenge negative stereotyping?</p> <p>Mindmate – Family and Friends</p>	<p>I know that nobody should experience violence within a relationship.</p> <p>I know the potential risks and dangers of running away or going missing.</p> <p>Do I understand what safety and danger look like? Do I know that I have a right to be safe and how to access help when I don't feel safe?</p> <p>Mindmate – Feeling good and being me</p> <p>Discovery Education – Families and committed relationships: The characteristics of healthy, positive and committed relationships.</p>	<p>with times of change.</p> <p>I know there are a range of feelings that accompany bereavement and know that these are necessary and important.</p> <p>Can I say how I feel? Do I have a safe person to help me when I don't feel good? Do I know how to be a safe person?</p> <p>Mindmate – Life changes</p>	<p>respond to pressure concerning drug use.</p> <p>Can I explain the negative impact of smoking, use of some drugs and alcohol can have on human life? Do I see that I have choices and how important healthy choices are?</p> <p>Mindmate – Solving problems</p> <p>Discovery Education – Healthy bodies, healthy minds</p>	<p>hemes)</p> <p>know the difference between manageable and unmanageable debt and how it can make people feel.</p> <p>know what is needed to and set up an enterprise I know that money is only one factor in choosing a career.</p> <p>Can I create a budget and stick to it? Do I have aspirations for the future, and do I know how I will achieve this?</p> <p>Mindmate – Strong emotions</p> <p>Discovery Education – (RSE) Coping with change (Links to science learning): How puberty changes can affect our emotions and ways to manage this.</p>
Year 6	<p>Mental health and emotional wellbeing: Healthy Minds</p> <p>Stress, Discrimination, stigma, mental health,</p>		<p>Identity, society and equality: Human rights</p>	<p>Drug, alcohol and tobacco education: Weighing up risk</p>	<p>Keeping safe and managing risk: Keeping safe – out</p>	<p>Sex and relationship education: Healthy</p>

	<p> copingstrategies, negative, positive</p> <p>I know that mental health is about emotions feelings - how we think, feel and behave.</p> <p>I know what can affect a person’s mental health and some ways of dealing with stress.</p> <p>I know some everyday ways of looking after mental health.</p> <p>I know the negative effect that stigma and discrimination can have.</p> <p>I know what can help to have a more positive effect (and therefore, reduce stigma and discrimination).</p> <p>Can I list different things which can impact on my mental health? Can I list strategies to help me deal with stressful situations? Can I define discrimination and list its negative effects?</p> <p>Mindmate – Being the same and being different Mindmate – Family and Friends</p>	<p>Empathy, migration, refugee, responsibilities, conflict, displaced, humanrights</p> <p>I know what migration means and why people move.</p> <p>I know how challenging it could be.</p> <p>I know I have rights and responsibilities.</p> <p>I know which organisations represent my rights.</p> <p>Can I identify why people leave their country of origin? Can I define different types of migrants? Can I list and explain some of my rights and responsibilities?</p> <p>Mindmate – Feeling good and being me</p>	<p>Legal, illegal, restricted, use and supply, dependence, addiction, overdose, counsellor</p> <p>I know why and when people might use drugs.</p> <p>I know the difference between legal and illegal drugs.</p> <p>I know the risks of drug use and how to reduce them.</p> <p>I know where to get help, advice and support regarding drug use.</p> <p>Can explain the situations which lead people to misuse drugs? Can I explain the mental and physical risks of drug abuse? Can I list avenues of help if I am worried about drug abuse?</p>	<p>and about</p> <p>Risk, peer pressure, anti-social behaviour, assumptions, gang, law</p> <p>I know the potential risks in my local area.</p> <p>I know what peer pressure and how to respond to it.</p> <p>I know how the law applies to anti-social behaviour.</p> <p>Can I explain the risks I am exposed to daily? Can I define and give examples of peer pressure?</p> <p>Mindmate – Solving problems</p> <p>Discovery education – Healthy and happy friendships and caring and responsibility: How relationships evolve as we grow and how we can take more</p>	<p>relationships / How a baby is made.</p> <p>Puberty, physical, emotional, behavioural, gender, stereotype, sexuality, relationship, reproduction, consenting adults, sexual intercourse, conception, pregnancy, contraception, sexually transmitted infections</p> <p>I know the physical, emotional and behavioural changes that occur during puberty.</p> <p>I know there are different attitudes and values around gender stereotypes and sexuality.</p> <p>I know what values are important in a relationship.</p> <p>I know how babies are made.</p>
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			Mindmate – Life changes	responsibility for self-care (secondary school).	<p>I know the male and female reproductive organs.</p> <p>I know some of the skills and qualities needed to be a parent/carer.</p> <p>I know the appropriate language to use to discuss sex, relationships and growing up.</p> <p>I know where to get information, support and advice.</p> <p>I know what contraception is and that it's both partners' responsibility.</p> <p>I know how a condom protects against HIV and other sexually transmitted infections.</p> <p>FGM</p> <p>I know what FGM is.</p>
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