

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing, Developing Risk Management	- Safety in different situations (fire, road, sun) - Safe use of medicines and other substances	Drugs and their uses (medicines are drugs that are intended to help us)	- Safety in different situations (road, fire, sun) - Personal safety & stranger danger - Recognise that our feelings can affect the way we behave and who we can speak to about our feelings - Identify where we can go when we need to feel safe		- Recognise that our feelings can affect the way we behave - Identify where we can go when we need to feel safe - Identify who we can speak to about our feelings - Alcohol & tobacco - Drugs and their uses including medical drugs - Effects and risks of drugs - Children learn that drug use is a minority activity - SunSmart		- Legal & illegal drugs, the law - Effects and risks of drugs - E-cigarettes - Drug use as a minority activity -use young people is decreasing - Different types of risks, including positive risk taking - Identifying and assessing risks - Hazards in the home e.g. electrical appliances, sources of fire, sharps and blades, cleaning substances etc. - SunSmart - Emergency Aid - Public transport - Hazards in our community e.g. power sub stations, sharps and blades, farms, construction sites.

HEALTH AND WELLBEING – understanding personal change and responsibility	- Valuing their bodies and capabilities - Knowing what makes each of us unique and special - Brushing teeth - Hygiene - Being aware of body needs e.g. water, sleep, exercise etc. - Introduce correct names for body parts	- Hygiene - Resilience - Diet & exercise - Illness, wellness & balance - Positive coping strategies	- The changes that have taken place since being a baby - Some of the changes that will take place as a baby grows into an adult - That humans produce babies that grow into children and then into adults - The main external parts of the bodies of humans - What makes each of us unique and special	- My thoughts, feelings - What affects our energy levels and the way we feel - Recognising how these feelings can impact our behaviour - Resilience - Hygiene	- Diet, exercise & sleep - Illness, wellness & balance - Managing feelings • Self worth - Anxiety – triggers, positive strategies for coping. - Bereavement (of pets)	- Managing feelings (Bereavement, Self harm, Self worth, Anxiety – triggers, positive strategies for coping) - Resilience - Personal care – Hygiene, diet, exercise, sleep, illness - Assertiveness (self-assured and confident without being aggressive) • Puberty/body changes - The physical changes that take place at puberty, why they happen and how to manage them	- Puberty/body changes - The physical changes that take place at puberty, why they happen and how to manage them - Name and describe the functions of the sexual organs of boys and girls - Describe some internal differences between males and females
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RHE Including E-Bug	• Understand Personal responsibility • To value their body including physical achievements and capabilities • To know the adults that are responsible for looking after them • To recognise Personal needs and to act on them where appropriate, or ask for help • To understand basic hygiene routines including toileting and washing	• Understand what a cycle is, including the different stages of life cycles of humans and animals • Understand that changes happen constantly as we blow • To value their body including physical achievements and uniqueness • Recognise that people are similar in some ways and different in others • To learn basic information about how the body works and ways of looking after it • To know how to keep themselves clean	• Recognise the main external parts of the human body, including agreed named for reproductive organs • To understand that all living things originate from other living things • Understand the humans produce babies that grow into children and then into adults • Consider ways that they have changed physically from when they were • Consider physical changes that might take place as they move from childhood into adulthood • Consider responsibilities now and compare them to when they were younger • Understand the choices they are able to make in order to keep themselves healthy	• Recognise the main organs of the bodies of humans, including scientific names for reproductive organs • To identify the differences between men and women • To understand that there are different types of love • To understand how infection can spread • Understand how to prevent the spread of infection through good personal hygiene practices • Understand that our bodies have three main lines of defence • Understand that sometimes the body needs help to fight infection	• Understand some of the physical changes that will happen as humans get older • To consider their responsivities and levels of independence now • To understand that their independence has changed as they have grown and it will continue to change into the future • To understand the most common infections get better on their own through time, bed rest, intake of fluids and healthy living • To understand that anti-biotics should be taken only as prescribed • To challenge gender based stereotypes	• To know and understand the physical changes that take place during puberty and why they happen • To understand that emotional as well as physical changes happen at different rates for different people • To consider new aspects of personal hygiene relevant to puberty • To understand genetic inheritance	• To understand the functions of male and female reproductive organs • To know and understand about the physical changes that take place during puberty and why they happen • To be able to recognise their own changing emotions and be able to express their feelings and concerns positively • To know about the facts of the human life cycle • To consider the need for trust and love in marriage and established relationships • To consider different types of love • To understand how babies are born • To explore the impact a new baby has on a family
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RELATIONSHIPS – understanding the dynamics of healthy relationships (Friends & Family, Kindness & Anti-bullying)	• Protective behaviours (understanding what makes you and others feel happy or sad) • Identifying kindness	• Different relationships • The responsibilities that parents have for babies and children • The underwear rule (PANTS) • Making and keeping friends • Protective behaviours (understanding what makes you and others feel happy or sad) • Positive touch activities - the need to seek permission when we touch someone else • The need to be respectful of a person's personal boundaries	• Different types of unkind behaviour • The difference between isolated incidents of unkind behaviour and bullying • Identifying acts of kindness - Exploring how kindness benefits all involved	• Changes in relationships with parents & friends • Different types of love • The need for trust and love in marriage and established relationships • The responsibilities that parents have for babies and children • Positive touch activities - the need to seek permission when we touch someone else • The need to be respectful of a person's personal boundaries	• The difference between isolated incidents of unkind behaviour and bullying • Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies) • Identifying acts of kindness - Exploring how kindness benefits all involved	• Friends • Changes in relationships e.g. with parents, boyfriend/girlfriend • The need for trust and love in marriage and established relationships • Protective behaviours • Assertiveness (self-assured and confident without being aggressive) • Positive touch activities - the need to seek permission when we touch someone else • The need to respect personal boundaries	• Peer pressure • Different types of unkind behaviour and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural) • Identifying acts of kindness - Exploring how kindness benefits all involved
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LIVING THE WIDER WORLD – how media, commerce and social issues shape our understanding of the world	• Games, applications, TV streaming, • Passwords/Access codes, PINS, • Appropriate websites	• Games, applications, TV streaming, • Passwords/Access codes, PINS, • Appropriate websites	• Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion • Monetary value and the notion of saving up for a purchase • Issues of interest/relevance to their locality	• Internet Safety - Online games, email/chat • Texting, instant messenger, ‘kick’ etc. • Appropriate gaming, websites, applications, TV streaming • Passwords/Access codes, PINS • Appropriate websites • Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion	• Monetary value and the notion of saving up for a purchase • Different sources of income • Different forms of money and payment • Issues of interest/relevance to their locality	• Internet Safety – Facebook, grooming etc. • Appropriate gaming, websites, applications, TV streaming • Share Aware - what information you share online and how it could be used • How events on TV are portrayed e.g. terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion • Media influence • Body image	• Monetary value and the notion of saving up for a purchase • Different sources of income • Different forms of money and payment • Managing a budget • Enterprise opportunities • Issues of interest/relevance to their locality eg gang culture, young carers in the community
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LIVING THE WIDER WORLD – Citizenship & British Values	•	• Contributing to the life of the classroom and the school • Group and class rules and understand how these rules help them	• Belonging to various groups and communities such as family and school • What improves and harms their local, natural and environments and about some of the ways people look after them • Rights and responsibilities	• Why different rules are needed in different situations and how to take part in making them • Human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • Different kinds of responsibilities, rights and duties at home and at school	• Being part of a community and understand that they belong to different groups • The lives of people living in other places, and people with different values and customs • What improves and harms their local and natural environments and about some of the ways people look after them	• Topical issues, problems and events (including the global environment) and how to take part in debates • The range of national, regional, religious and ethnic identities in the United Kingdom • Rules and laws that protect themselves and others and how they are made and changed	• Different kinds of responsibilities, rights and duties in the community • Rights in relation to the law • Resolving differences by looking at alternatives, seeing and • respecting others' points of view, making decisions and explaining choices • The role of voluntary and community groups
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