

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2	<u>We are learners</u> 3.1. how to contribute to the life of the classroom 3.2. to help construct, and agree to follow, group and class rules and to understand how these rules help them	<u>We are safe</u> 1.11. that household products, including medicines, can be harmful if not used properly 1.13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them	<u>We have feelings</u> 1.4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 2.1 . to communicate their feelings to others, to recognise how others show feelings and how to respond 2.11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	<u>We are unique</u> 2.1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. 2. to recognise how their behaviour affects other people 2.5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 2.8. to identify and respect the differences and similarities between people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	<u>We get on</u> 2.6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable	<u>We are healthy</u> 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences 6. the importance of and how to maintain personal hygiene
Y2/3	<u>We are learners</u> 3.1. how to contribute to the life of the classroom 3.2. to help construct, and agree to follow, group and class rules and to understand how these rules help them 1. 3. to think about themselves, to learn from their experiences,	<u>We are safe</u> 1.11. that household products, including medicines, can be harmful if not used properly 1.12. rules for and ways of keeping physically and emotionally safe	<u>We have feelings</u> 1.4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 2.1 . to communicate their feelings to others, to recognise how others show feelings and how to respond	<u>We are unique</u> 2.1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2.2. to recognise how their behaviour affects other people 2.8. to identify and respect the differences and similarities between	<u>We get on</u> 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to judge what kind of	<u>We are healthy</u> 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and

	to recognise and celebrate their strengths and set simple but challenging goals		2.1. to recognise and respond appropriately to a wider range of feelings in others	people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	physical contact is acceptable or unacceptable and how to respond	emotional health, to recognise that choices can have good and not so good consequences 6. the importance of and how to maintain personal hygiene
Y4/5	<u>We are learners</u> 3.1. how to contribute to the life of the classroom 3.2. to help construct, and agree to follow, group and class rules and to understand how these rules help them 1.5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	<u>We are safe</u> 1.9. to differentiate between the terms, 'risk', 'danger' and 'hazard' 1.10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	<u>We have feelings</u> 1.6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 2.1. to recognise and respond appropriately to a wider range of feelings in others	<u>We are unique</u> 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	<u>We get on</u> 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 11. to work collaboratively towards shared goals	<u>We are healthy</u> 2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

Y6	<p><u>We are learners</u></p> <p>1.5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>3. 7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p>	<p><u>We are safe</u></p> <p>1.21. strategies for keeping physically and emotionally safe including road safety, safety in the environment, and safety online.</p> <p>1.22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p><u>We have feelings</u></p> <p>1.6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>2.1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>1. what positively and negatively affects their physical, mental and emotional health (including the media)</p>	<p><u>We are unique</u></p> <p>13.that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>16.to recognise and challenge stereotypes</p>	<p><u>We get on</u></p> <p>3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>12.to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p><u>We are healthy</u></p> <p>2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p>17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p>
----	--	--	--	---	---	---