



HOLLY PRIMARY SCHOOL

Happiness Pride Commitment

P.S.H.E.

Progression of Knowledge

Key substantive and disciplinary knowledge to be taught in each year group.

Holly Primary School
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Disciplinary

Autumn: Relationships	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Families and friendships/ Feelings and emotions</p>	<p>Know how to describe people who are familiar to them.</p> <p>Know how to recognise simple feelings – sad, happy, angry, worried, tired, scared.</p> <p>Know how to express their feelings.</p> <p>Know how to show an understanding of the feelings of others and begin to regulate their behaviour accordingly.</p>	<p>Know how to name a range of feelings.</p> <p>Know how to suggest ways to recognize, the feelings of others. Know how to explain how others feel.</p> <p>Know how to discuss and describe ways to care for a special person and suggest ways they can help special people to care for them.</p> <p>Know how to describe/demonstrate different types of behavior and how it can affect others in different situations.</p> <p>Know how to recognize, body and feelings can be hurt.</p> <p>Know how to explain the difference between a secret and a surprise.</p>	<p>Know how to be sensitive to the feelings of others.</p> <p>Know how to explain why we should not keep adult secrets.</p> <p>Know how to describe and demonstrate strategies that could help to manage behavior.</p> <p>Know how special people/groups/communities are important to us and explain how they care for us.</p> <p>Know how to describe the similarities and differences between being hurt physically and emotionally.</p>	<p>Know how to describe feelings that may influence our thoughts and actions and those of other people.</p> <p>Know how to explain/identify difference between a secret and a surprise.</p> <p>Know how to recognize, and manage dares.</p> <p>Know how to explain, describe, and identify dares in situations and identify who they can talk to.</p>	<p>Know how to describe how feelings can affect thoughts and our behaviour.</p> <p>Know how to give reasons for when we should keep something secret or confidential.</p> <p>Know how to describe and demonstrate strategies we can use when we feel we are being pressurized to do something we do not want to do.</p> <p>Know how identify the difference between a dare and a ‘positive challenge’?</p> <p>Know how to demonstrate the difference between being assertive and being aggressive.</p> <p>Know how to explain why it is wrong to make anyone feel uncomfortable.</p>	<p>Know how to demonstrate and explain strategies we can use to help others to recognize how we are feeling and when others have responded appropriately.</p> <p>Know how to give examples of how we may feel if our feelings/emotions have been misunderstood by others.</p> <p>Know how to explain/identify warning signs in a secret situation and tell a teacher quickly.</p> <p>Know how to choose the better of two difficult choices and ‘weigh up’ what to do for the best.</p> <p>Know how to explain why no one should ever feel the need to agree to a dare.</p>	<p>Know how to discuss how our feelings change as we are getting older.</p> <p>Know how often our feelings change over time.</p> <p>Know how to empathise with others who are experiencing difficult/challenging feelings.</p> <p>Know how to discuss sharing something with someone who say they will keep it a secret and why we need to be careful (for example being asked to share an image ourselves)</p> <p>Know how to discuss potential dares they may encounter at secondary school and how they might manage these.</p>

<p>Safe relationships/Healthy relationships</p>	<p>Know how to form positive attachments to adults.</p> <p>Know how to form positive friendships with peers.</p> <p>Know how to work and play cooperatively and take turns with others.</p> <p>Know how to show growing sensitivity to their own and others' needs.</p>	<p>Know how to explain appropriate and inappropriate touch.</p> <p>Know how to deal with teasing and bullying.</p> <p>Know how to share opinions and views through discussion, turn taking and listening to others.</p>	<p>Know how to give examples/describe/give strategies to resolve disagreements with others.</p> <p>Know how to describe and demonstrate ways we can be sensitive to the feelings of others.</p> <p>Know how to recognize /discuss/explain appropriate and inappropriate touch.</p> <p>Know how to use coping strategies if children experience bullying and who to go to.</p>	<p>Know how to identify the relationships in their lives and how to maintain a healthy relationship.</p> <p>Know how to identify who they feel comfortable with (standing close to).</p> <p>Know how to describe what shared goals are and demonstrate essential attributes that are required to work collaboratively.</p> <p>Know how to describe feelings when dispute/conflicts occur and demonstrate strategies to solve disputes in real life situations.</p> <p>Know how to explain what stereotyping is and how it can lead to problems.</p>	<p>Know how to explain why it is wrong to make anyone feel uncomfortable or confused if someone is too close to them.</p> <p>Know how to work collaboratively towards shared goals.</p> <p>Know how to explain the differences between negotiation and compromise.</p> <p>Know how to understand that people have different types of relationships, but they all have the same value and worth and sometimes these relationships may change or end, and that this is natural, and no one is to blame.</p>	<p>Know how to identify risks and risky behavior in school and the wider community.</p> <p>Know how to explain how relationships are changing and how to manage feelings when relationships change.</p> <p>Know how to describe strategies to use to prevent unacceptable physical contact.</p> <p>Know how to describe the attributes needed to work collaboratively.</p> <p>Know how to explain why it is important to raise concerns and how this helps a relationship to be positive and healthy.</p>	<p>Know how to give examples where they can access help/support if they are worried.</p> <p>Know how to explain what an 'informed choice' means and what we mean by a 'trusted' source of information and how this is reflected in our behavior towards others.</p> <p>Know how to discuss the ways physical contact is portrayed in the media.</p> <p>Know how to explain the concept of consent in relation to physical contact.</p> <p>Know how to describe shared goals that have been achieved by collaboration. (Class, community, country).</p>
<p>Respecting ourselves and others/Valuing difference</p>	<p>Know how to see themselves as a valuable individual.</p> <p>Know how to identify and moderate their own feelings socially and emotionally.</p>	<p>Know how to describe what fair and unfair mean to them.</p> <p>Know how to give examples of unkindness/kindness actions/words.</p>	<p>Know how to explain the impact of kindness and unkind actions.</p> <p>Know how to take part in simple class debate about topical issues.</p>	<p>Know how to describe and explain different types of relationships for example civil partnership, same sex parents, adopted, step/blended.</p>	<p>Know how to explain how we all are different and unique.</p> <p>Know how to demonstrate ways in which value and appreciate what makes us different/have in</p>	<p>Know how to give reasons for valuing different people.</p> <p>Know how to explain why stereotypes can lead to prejudice and how this can be dangerous.</p>	<p>Know how to give reasons for valuing different people.</p> <p>Know how to explain why stereotypes can lead to prejudice and how this can be dangerous.</p>

	<p>Know how to show growing sensitivity to others' needs.</p> <p>Know how to identify some similarities and differences between people.</p>	<p>Know how to do the right thing and reflect on own actions.</p> <p>Know how to describe and explain similarities and differences between people.</p> <p>Know how to discuss everyone is equal.</p>	<p>Know how to describe ways of showing respect to people who are different/similar to them.</p>	<p>Know how to describe some of the factors in which peers can be the same/different (race, religion, ethnicity, culture)</p> <p>Know how to identify derogatory or discriminatory language.</p> <p>Know how to describe and explain how to treat people with respect.</p> <p>Know how to describe how feelings can affect thoughts and our behavior.</p> <p>Know how to listen and respond respectfully to a wide range of people.</p>	<p>common for example those who have a disability.</p> <p>Know how to discuss ways in which stereotypes can be challenged/dangerous.</p> <p>Know how to describe bullying behavior offline life and digital media.</p> <p>Know how to explain/demonstrate skills that help us to consider the point of view of others.</p>	<p>Know how to explain what it is meant by inclusion, prejudice, and discrimination.</p> <p>Know how to explain how discrimination is sometimes shown through prejudice-based language.</p> <p>Know that certain communities are discriminated against and suggest ways they can be more inclusive and why we should work towards this.</p>	<p>Know how to explain what it is online and explain how to access that support.</p> <p>Know how to identify that there are national and international laws to protect their right to be safe and decide for themselves the life they want to live.</p> <p>Know how to describe common traits people share and how people can be different (sexual orientation, disability, religion, culture, ethnicity, cultural values, age).</p> <p>Know how to explain what is important to them, what shapes their beliefs and feelings.</p> <p>Know how to discuss behaviour that is inclusive and how we all can benefit from it.</p>
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Spring: Living in the wider world	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belonging into a community	<p>Know how to explain the reasons for rules.</p> <p>Know how to say what is right and wrong and try to behave accordingly.</p> <p>Know how to identify people who are familiar to them.</p> <p>Know how to help protect our environment.</p>	<p>Know how to contribute to the life of the classroom.</p> <p>Know how to name group and class rules.</p> <p>Know how to name the needs of people and other living things.</p> <p>Know how to name the groups and communities that they belong to.</p> <p>Know how to identify their special people.</p> <p>Know how to name things that improves and harms their local, natural and built environments.</p>	<p>To know how to use the skills necessary to contribute to the life of the classroom and to describe the effect that this has on pupils and the adults/teacher in the classroom.</p> <p>To know how it feels to be a member of a group.</p> <p>To know how to describe the different rights and responsibilities they have in the groups they belong to.</p> <p>To know how to explain the shared responsibility we have to take care of our environment for others.</p>	<p>Know how to discuss and debate issues concerning health and wellbeing. Predict a range of possible consequences that might happen (of inappropriate behavior) by self and others</p> <p>Know how to give their opinions and views about how to take care of own and others' health and wellbeing.</p> <p>Know the ways in which rules and laws keep us safe.</p> <p>Know how to explain why rules and laws that protect themselves and others are important.</p> <p>Know how to explain that human rights take precedence over other laws and practices.</p>	<p>To know how to recognize that they belong to different communities as well as the school community.</p> <p>To know how to show compassion towards others in need and the shared responsibilities of caring for them.</p>	<p>Know how to show compassion for the environment and living things.</p> <p>Know how to express their own opinions towards the environment.</p>	<p>Know how to differentiate between prejudice and discrimination.</p> <p>Know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.</p>
Media literacy and digital resilience	<p>Know how to talk about the different factors that support their overall health and wellbeing: sensible amounts of screen time.</p>	<p>Know how and why people use the internet.</p> <p>Know how people find things out and</p>	<p>To know how to recognise the purpose and value of the internet in everyday life.</p>	<p>Know how to recognize images online and to know they can be altered and changed and the reasons being.</p>	<p>To know what online adverts look like.</p> <p>To know how to compare content shared purposes and</p>	<p>Know how to assess which search results are more reliable than others.</p> <p>Know how to recognise unsafe or</p>	<p>Know how to recognise when images have been altered.</p> <p>Know how to recognise what is</p>

		communicate safely with others online.	To know how to recognise that some content on the internet is factual and some is for entertainment e.g., news, games, videos.	Know how to evaluate if a game or website is suitable for their age group. Know how to make safe reliable choices from search results.	for advertising. for factual	suspicious content online.	appropriate to share online. Know how to report inappropriate online content or contact.
Money and work	Know how to talk about some different occupations.	Know how money is used and where it comes from.	To know how to understand that not everyone has money through work and that some people receive money from the government to help them (people who are ill, don't have a job, have a disability, old-age pension, etc.) To know how to describe that money, can affect how we feel.	Know how to challenge stereotypes through examples of role models in different fields of work for example women in STEM. Know how to recognize their interest and how this may link to future jobs. Know how to set goals they would like to achieve this year.	To know how to keep track of money and why it is important to know how much is being spent.	Know how to identify jobs they may want to do in the future ' Know how diversity and inclusion may promote people's jobs opportunity. Know how to challenge stereotypes in the workplace.	Know how to get help if they are at risk of gambling. Know how to judge if something is value for money.

Summer: Health and well being	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical health and mental wellbeing	<p>Know how to show resilience and perseverance in the face of challenge.</p> <p>Know how to set and work towards simple goals.</p> <p>Know how to identify and moderate their own feelings socially and emotionally.</p> <p>Know how to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, having a good sleep routine.</p>	<p>Know how to take care of themselves.</p> <p>Know how to keep themselves healthy and why it is important.</p> <p>Know how to keep safe in the sun.</p>	<p>Know how to identify healthy and unhealthy choices and what might negatively influence them.</p> <p>Know how to describe and share a range of feelings.</p> <p>Know how to manage with big feelings loss and bereavement.</p> <p>Know the importance of brushing teeth and visiting the dentist.</p> <p>Know how food and drink can affect health.</p>	<p>Know how to identify healthy and unhealthy choices in relation to food exercises and sleep.</p> <p>Know how to help people to make healthy choices and what might negatively impact them.</p>	<p>Know how to identify a wide range of factors that balance a lifestyle physically and mentally.</p> <p>Know how to maintain oral hygiene and mental health including how to brush and floss correctly</p>	<p>Know how to manage risk in relationship to sun exposure, sun damage and heat stroke.</p> <p>Know how to recognize the shared responsibility of keeping a shared environment.</p>	<p>Know how to recognise, that everyone can be affected by mental/ill health, and these can be resolved with help and support.</p> <p>Know how to manage time online and foster positive habits.</p>
Growing and changing	<p>Know how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Know how to recognize, what makes them special and unique including their likes and dislikes and what they are good at.</p> <p>Know how to manage and who to tell if they are finding things difficult/ or when things go wrong.</p> <p>Know how to recognize, feelings in themselves and</p>	<p>Know how to recognize, how strengths and interest form part of a person's identity.</p> <p>Know how to recognize, common challenges to self-worth for example finding schoolwork difficult, friendships.</p> <p>Know how to manage and frame setbacks.</p>	<p>Know how to identify healthy and unhealthy food choices.</p> <p>Know how to identify their own personal strengths in and out of school.</p> <p>Know how to recognize how strengths and interest form part of a person identity.</p> <p>Know how to recognize, challenges</p>	<p>Know how to identify external genital and reproductive organs.</p> <p>Know how to discuss the changes of puberty with trusted adults.</p> <p>Know how to get information and help about puberty.</p>	<p>Know how to recognize respect and express their individuality and personal qualities.</p> <p>How to boost their moods and wellbeing.</p>	<p>Know how to recognise some of the changes as they grow up, for example increasing independence.</p> <p>Know how relationships may change as they grow up or move to secondary school.</p> <p>Know how the responsibilities of an adult/carer change</p>

		others and how this can affect how others behave.	Know how to calm down and share their mood. Know how to ask for help when feeling sad.	to self- worth for example finding school work difficult Know how to ask for help			when they have a baby in their lives.
Keeping safe	<p>Know how to talk about the different factors that support their overall health and wellbeing: being a safe pedestrian.</p> <p>Know how to recognise people who could keep them safe.</p> <p>Know how to explain the reasons for rules.</p>	<p>Know how rules can help keep safe as well as online</p> <p>Know there are people to tell if they see something online that makes them feel unhappy/rude/scared.</p> <p>Know how to recognize, risks in everyday situations for example road water and medicines.</p> <p>Know how to keep themselves safe in familiar and unfamiliar environments such as in school online and out and about.</p> <p>Know how to identify potential unsafe situations and who is responsible to keep them safe in these situations and the steps they can take to avoid or remove themselves from danger.</p> <p>Know how to respond if someone is hurt.</p>	<p>Know how to identify typical hazards in school and home.</p> <p>Know how to predict, assess, manage risk in everyday situations.</p> <p>To know how to follow safety rules from parent and other adults.</p> <p>Know how to keep themselves safe in an unfamiliar environment.</p>	<p>Know how identify typical hazards at home and in school.</p> <p>Know how to predict, assess and manage risk in everyday situations.</p> <p>Know how to keep themselves safe in unfamiliar situations.</p>	<p>Know how to recognise what is meant by a drug.</p> <p>Know how to identify some of the issues related to drugs and that some drugs may have side effects.</p> <p>Know how to ask for help advise.</p>	<p>Know how to identify when situations become risky or unsafe.</p> <p>Know how to identify occasions when they must take responsibility for their own safety.</p> <p>Know how to differentiate between positive risk taking and dangerous behavior.</p> <p>Know how to deal with common injuries including basic first aid techniques.</p>	<p>Know how to protect. personal information online.</p> <p>Know how to identify potential risks Of personal information being misused.</p> <p>Know how to identify appropriate and inappropriate images with should be shared an adult.</p> <p>Know how to report the misuse of personal information.</p> <p>Know to recognise why people use drugs.</p>

Substantive

Autumn: Relationships	EYFS	Year 1/2	Year 3/4	Year 5/6
Families and friendships/ Feelings and emotions	<p><u>Nursery</u> Know that there are different feelings and talk about them in simple terms e.g. happy and sad, and give reasons if upset.</p> <p><u>Reception</u> Know that there are a range of different feelings including sad, happy, angry, worried, tired, scared.</p> <p>Know that other people have their own feelings and begin to regulate their behaviour accordingly.</p> <p>Know that some people are special to them.</p>	<p>Know that there are a wide range of feelings and how to manage them.</p> <p>Know that different types of behaviour affect others.</p> <p>Know that special people make a difference in our lives.</p> <p>Know that people’s bodies and feelings can be hurt.</p>	<p>Know that there are a range of feelings and emotions and their appropriate responses to these feelings.</p> <p>Know that the concept of keeping something confidential is different to keeping a secret.</p> <p>Know that a dare is when persuasive language is used to carry out a forced action without your will.</p> <p>Know that to manage and recognise dares is different.</p>	<p>Know that are appropriate ways to respond to a wider range of feelings appropriately.</p> <p>Know that a secret is different to keeping something confidential and know when they should or should not agree to keeping a secret.</p> <p>Know that dares can be managed.</p>
Safe relationships/H ealthy relationships	<p><u>Nursery</u> Know that they can take turns with others and sometimes do so with adult support.</p> <p><u>Reception</u> Know that they should work and play cooperatively with others.</p> <p>Know that they should take turns with others.</p> <p>Know that they can use words to solve conflicts.</p>	<p>Know that it is important not to keep adults’ secrets, only surprises.</p> <p>Know that it is important to listen to other people and find ways to resolve disagreements.</p> <p>Know that constructive support and feedback can help other and themselves.</p> <p>Know that there is an appropriate and inappropriate touch.</p> <p>Know that there are ways to resist teasing and bullying.</p>	<p>Know that we need to maintain and develop positive healthy relationships.</p> <p>Know that everybody is entitled to their own body space.</p> <p>Know that personal space can make people feel comfortable and uncomfortable.</p> <p>Know that there is acceptable and unacceptable physical contact and know how to respond to unacceptable physical contact.</p> <p>Know that there are different ways to work collaboratively.</p>	<p>Know that a positive healthy relationship is made of many factors.</p> <p>Know that our actions can have consequences.</p> <p>Know that there are different types of relationships (Friends, families, couples, marriage, civil partnerships)</p> <p>Know that physical contact can be acceptable/unacceptable.</p> <p>Know that there are different ways to work collaboratively.</p> <p>Know the importance of shared goals and how this can mean reliance on others.</p>

			<p>Know that our actions can influence ourselves and others.</p> <p>Know that disputes and conflicts can be solved through negotiation and appropriate compromise.</p> <p>Know that there are different stereotypes.</p>	<p>Know that you can negotiate and compromise.</p>
<p>Respecting ourselves and others/Valuing difference</p>	<p><u>Nursery</u> Know that there are some similarities and differences between people and recognise these with support.</p> <p><u>Reception</u> Know that there are similarities and differences between people.</p> <p>Know that others may think differently to them and show sensitivity to their own and other’s needs.</p>	<p>Know that some things are fair and unfair.</p> <p>Know that kind and unkind actions exist, and they can impact on our selves and others around us.</p> <p>Know that there are different opinions and views, and everybody is entitled to their own opinion.</p> <p>Know that there are differences and similarities between people, and we should respect these.</p>	<p>Know that there are different types of relationships.</p> <p>Know that there are differences and similarities between people.</p> <p>Know that stereotypes can be challenged.</p> <p>Know that people can be discriminated against.</p> <p>Know that other viewpoints can be challenged when appropriate.</p>	<p>Know that stereotypes can be challenged.</p> <p>Know that there are different types of relationships and marriages (incl. same/opposite sex, civil partnership).</p> <p>Know that marriage can take place in a variety of different ways, for example, force marriage (against the law), civil partnership (both partners agree).</p> <p>Know that relationships require managing, maintaining, improving communication and negotiation.</p> <p>Know that people are different and same.</p> <p>Know that discrimination can be responded to positively. Know how to give examples of where they can access help/support if they are worried.</p> <p>Know how to explain what an ‘informed choice’ means and what we mean by a ‘trusted’ source of information and how this is reflected in our behaviour towards others.</p>

Spring: Living in the wider world	EYFS	Year 1/2	Year 3/4	Year 5/6
Belonging into a community	<p><u>Nursery</u> Know that there are some rules in the classroom.</p>	<p>Know that the different contributions that pupils make in their classroom helps the classroom to run smoothly and identify these.</p>	<p>Know that there are topical issues concerning health and wellbeing.</p>	<p>Know that there are acts of discrimination and prejudice.</p>

	<p>Know that there are some similarities and differences between people in our community and recognise these with support.</p> <p><u>Reception</u> Know that there are reasons for rules.</p> <p>Know that there are right and wrong choices and try to behave accordingly.</p> <p>Know that there are some similarities and differences between people in our community.</p> <p>Know that there are ways to help protect the environment.</p>	<p>Know that ‘rules’ help all of us in different situations for example class rules, rules at home, rules outside.</p> <p>Know that we have rights and responsibilities in school and the wider community.</p> <p>Know that there are groups and communities that they belong to.</p> <p>Know that we are all equal and to recognise the ways in which we are the same and different to others in the community.</p> <p>Know that there are things that improves and harms their local, natural, and built environments.</p>	<p>Know that class/school rules protect their social, emotional, and physical safety and identify these.</p> <p>Know that there are different groups that make up a community and there are benefits of living in a community.</p> <p>Know that everyone has human rights and identify that the United Nations is made up of virtually all the countries in the world.</p> <p>Know that human rights take precedence over other national laws, family, and community practices.</p>	<p>Know that there are strategies to safely respond to and challenge discrimination.</p>
<p>Media literacy and digital resilience</p>	<p><u>Nursery</u> Know that there are different types of technology e.g. phones, tablets, computers, radios, televisions etc.</p> <p><u>Reception</u> Know that too much screen time is not good for us.</p> <p>Know that there are different types of technology e.g. phones, tablets, computers, radios, televisions etc. and that technology helps us.</p>	<p>Know that there are benefits of using the internet and digital devices and there are many ways in which people can access the internet for example phones, tablets and computers.</p> <p>Know that there are benefits of using the internet and digital devices and to recognise the purpose and value of the internet in everyday life.</p>	<p>Know that the internet can be used positively for leisure, work and school.</p> <p>Know that there are strategies to recognise whether something they see online is true or accurate.</p> <p>Know that they need to report something seen or experienced online that concerns them.</p> <p>Know that everything shared online has a digital footprint.</p> <p>Know that organizations can use personal information to encourage people to buy things.</p> <p>Know that people have a choice to buy things online.</p>	<p>Know that there are different types of media and they have different purposes.</p> <p>Know that there are benefits of safe internet use.</p> <p>Know that images online may be manipulated.</p> <p>Know that some media online promotes stereotypes.</p> <p>Know that there are some risks and challenges when communicating through social media.</p> <p>Know that social media sites have age restrictions.</p>

<p>Money and work</p>	<p><u>Nursery</u> Know that money is used to buy things.</p> <p>Know that there are some different occupations.</p> <p><u>Reception</u> Know that people go to work to get money.</p> <p>Know that there are many different occupations.</p>	<p>Know that money is obtained and recognize what it looks like.</p> <p>Know that money plays a role in their lives and describe some ways it does this.</p> <p>Know that money may be used in home and in school and identify and talk about the different sources that they have received money from.</p>	<p>Know that people may have jobs in different sectors, for example, teaching, charity.</p> <p>Know that people can have more than one job in a lifetime.</p> <p>Know that there are common myths and stereotypes in the workplace.</p> <p>Know that people make different spending decisions depending on their budget, value, and needs.</p> <p>Know that people pay for things in different ways.</p> <p>Know that how people spend money has a positive and negative effect on others.</p>	<p>Know that ambition can play a role in achieving a future in a career.</p> <p>Know that there are factors which may influence people’s decisions about jobs.</p> <p>Know that money plays a role in peoples lives and influences their decisions.</p> <p>Know that companies encourage customers to buy things.</p> <p>Know that it is important to be a critical consumer.</p> <p>Know that money can impact on people’s emotions, health and wellbeing.</p> <p>Know that there are common risks associated with money (gambling, debt).</p>
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Summer: Health and well being	EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Physical health and mental wellbeing</p>	<p><u>Nursery</u> Know that they can take care of themselves by washing their hands before eating and after using the toilet or when dirty.</p> <p>Know that they should brush their teeth twice a day.</p> <p><u>Reception</u> Know that there are choices we can make which will lead to good growth and health- healthy eating, exercise, drinking water, brushing teeth, sleeping, caring for feelings and emotions etc.</p>	<p>Know that there are basic hygiene rules for handwashing.</p> <p>Know that sleep and rest are important for growth and keeping healthy.</p> <p>Know that there are healthy and unhealthy foods.</p> <p>Know that physical activity keeps us healthy.</p> <p>Know that medicines including vaccinations help keep people healthy for example manage allergies.</p>	<p>Know that there are healthy and unhealthy relations in food and exercise.</p> <p>Know that there are early signs of physical illness.</p> <p>Know that common illnesses can be cured with the right care.</p> <p>Know that a healthy balanced diet and regular exercise has positive benefits on mental and physical health.</p> <p>Know that there are different ways people express feelings and actions.</p>	<p>Know that sleep contributes to a healthy lifestyle.</p> <p>Know that medicines contribute to health and how allergies can be managed.</p> <p>Know that some diseases can be prevented by vaccinations and immunizations.</p> <p>Know that they can prevent the spread of bacteria with everyday hygiene.</p>

<p>Growing and changing</p>	<p><u>Nursery</u> Know that they have grown and changed from when they were a baby.</p> <p><u>Reception</u> Know that they have grown and changed from when they were a baby and name some of the changes.</p> <p>Know that they will continue to grow and change as they get older and name some of the changes.</p>	<p>Know that they are the same and different to others.</p> <p>Know that there are different types of feelings.</p> <p>Know that people grow from young to old. (Human life cycle).</p> <p>Know that our needs and bodies change as we grow up.</p> <p>Know that the body parts have certain names.</p>	<p>Know that there are physical and emotional changes during puberty.</p> <p>Know that there are strategies to manage the changes during puberty.</p> <p>Know that there are personal hygiene routines during puberty.</p> <p>Know that they have their own personal strengths and interests and can say what they are proud of.</p> <p>Know that there are basic strategies to manage and reframe setbacks.</p>	<p>Know that personal identity is a contribution of race, gender, ethnicity, sex, faith, culture.</p> <p>Know that for some people their gender identity does not correspond with their biological sex.</p> <p>Know that there is a link between participating in interests, hobbies and community groups and mental well-being.</p> <p>Know that a relationship may change as they grow up or go to secondary school.</p> <p>Know that sexual intercourse is part of an intimate relationship between consenting adults.</p> <p>Know that pregnancy is when a sperm meets an egg.</p> <p>Know that pregnancy can be prevented with contraception.</p>
<p>Keeping safe</p>	<p><u>Nursery</u> Know that there are some people who can help keep them safe- parents, teachers.</p> <p>Know that a grown up should help you when crossing the road.</p> <p><u>Reception</u> Know that there are some people who can help keep them safe- parents, teachers, police, doctors etc.</p> <p>Know that there are reasons for rules.</p> <p>Know that you should stop and look both ways when crossing the road and have help from a grown up.</p>	<p>Know that somethings have age restrictions for example, TV and films, games, toys or play areas.</p> <p>Know that people can put things into their bodies and on to their skins (medicines)</p> <p>Know that in an emergency/accident situation there are people who keep us safe (for example 999).</p>	<p>Know that medicine should be taken correctly, and household products should be taken safely.</p> <p>Know that it is important to follow safety rules from parents and adults.</p> <p>Know that drugs are common to everyday life and can affect health and wellbeing. Know that for some people using drugs can become a habit which can be difficult to break.</p> <p>Know that fire safety at home is important including the use of smoke alarms.</p>	<p>Know that images or text can be quickly shared with others even when only sent to one person.</p> <p>Know that there are different age rating systems for social media.</p> <p>Know that there are laws relating to drugs, common to everyday life and illegal drugs.</p> <p>Know that there are organizations available for drug support</p>

Vocabulary

Foundation	KS1	LKS2	UKS2
Body, clean, healthy, ill/poorly, looking after, exercise, rules, same, different	Core Theme 1 Health and Wellbeing healthy, unhealthy, diet, exercise, emergency, harmful, responsible, family network, body parts, penis, vagina, similar, different	Core Theme 1 Health and Wellbeing healthy, unhealthy lifestyle, wellbeing, legal, illegal, aspirations, goal, substances, risk, effect, change, loss, grief, physically safe, emotionally safe, life-cycle, male, female, penis, vagina , testicles, stereotypes, consent	Core Theme 1 Health and Wellbeing emotions, change, bereavement, loss, grief , transitions, risk, independence, responsibility, legal, illegal, substances, emotion, peer-pressure, influence, well-being, puberty, body image, reproduction, conception, menstruation, sperm, semen, erection, pubic hair, sexual feelings
Family, friend, feelings, sad, happy, angry, worried, tired, scared, same, different, kind, caring, home, safe	Core Theme 2 Relationships frustrated, fault, obstacles, determined, fair, unfair, calm, uncomfortable, comfortable, sad, happy, worried, nervous, goal, secret, surprise, teasing	Core Theme 2 Relationships boredom, resentment, excitement, frightened, anxious, support, hopeful, nervous , scared, accepted, rejected, left out, gifts, talents, secret, promise, equality, diversity, boundaries, resolve conflict	Core Theme 2 Relationships secure, insecure, humiliation, worried, reaction, gossip, rumour, empathy, teamwork, motivation, bravery, respect, equality, diversity , anxiety, petrified, terrified, in confidence, dare, secret , healthy relationship, conflict negotiation
Rules, environment, protect, money, jobs, danger	Core Theme 3 Living in the Wider World responsibility, respect, belong, rules, community, contribute, welcome, environment, harm, improve, managing money, spend, save, bullying	Core Theme 3 Living in the Wider World respect , tolerance, consequences, bullying, community, responsibility, rules , law, human rights, culture, custom, tradition, environment, borrowing, debt, interest, enterprise	Core Theme 3 Living in the Wider World respect, tolerance, duties, belief, values, rules, law, human rights , religious identity, ethnic identity, stereotype, bullying , aggression, discrimination, prejudice, contribution, responsibility, enterprise , decisions, choices, traditions , resolving differences, ethnic identity, media, resources, skills

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Keeping healthy Growing and changing	Feelings and emotions	Relationships	Being responsible	Living in the wider world- caring for our environment	Keeping healthy
Year 1 and 2	Relationships	Relationships	Living in the wider world	Living in the wider world	Health and wellbeing	Health and wellbeing
Year 3 and 4		Relationships		Living in the wider world		Health and wellbeing
Year 5 and 6	Relationship		Living in the wider world		Health and wellbeing	

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Keeping/ staying healthy Growing and changing	Feelings and emotions	Relationships	Being responsible	Living in the wider world- caring for our environment	Keeping/ staying healthy
Year 1 and 2	Relationships	Relationships	Living in the wider world	Living in the wider world	Health and wellbeing	Health and wellbeing
Year 3 and 4	Relationships		Living in the wider world		Health and wellbeing	
Year 5 and 6	Relationships	Healthy lifestyle (DARE)	Living in the wider world		Health and wellbeing including growing and changing (Sex ed)	