



HOLLY PRIMARY SCHOOL

Happiness Pride Commitment

PSHE

Progression of Knowledge

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

DISCIPLINARY Knowledge

| Autumn: Relationships | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <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 and give examples of feelings experienced in school and outside.</p> <p>Know how to describe what happens to our bodies when we feel different emotions.</p> <p>Know how to explain 'behaviour' and describe behaviour that is helpful/unhelpful, kind/unkind.</p> <p>Know how to explain what is meant by wrong and right in terms of their own behaviour.</p> <p>Know how to describe occasions when their feelings have been hurt.</p> <p>Know how to identify people they can go to if they are feeling uncomfortable and explain how you can let these people know.</p> <p>Know how to explain what a secret is and</p> | <p>Know how to manage a wide range of feelings in a positive way.</p> <p>Know how to communicate feelings and recognise how others show feelings.</p> <p>Know how to recognise hurtful behaviour and who to approach if they are experiencing hurtful behaviour.</p> <p>Know how to describe acts of kindness they have performed and reflect on the impact of kind and unkind actions.</p> <p>Know how to describe occasions when their feelings have been hurt and how it felt at the time.</p> <p>Know how to describe occasions when their feelings have been hurt and how it felt at the time.</p> <p>Know how to explain the difference between a secret and a surprise.</p> | <p>Know how to recognise and respect that there are different types of families including single parents, blended families, foster and adoptive parents.</p> <p>Know how to identify the positive aspects of being part of a family.</p> <p>Know how to tell if family relationships are making them feel unhappy/unsafe and who to tell.</p> <p>Know how to identify the features of a positive healthy friendship such as mutual respect, trust and sharing interests.</p> <p>Know how certain strategies build positive friendships.</p> <p>Know who to contact if they are worried about any contact online.</p> | <p>Know how to explain the different types of families using examples.</p> <p>Know how to seek support with relationships if the feel lonely or excluded.</p> <p>Know how to communicate respectfully with friends when using digital devices.</p> <p>Know how to identify the positive features of positive healthy friendship.</p> <p>Know how there are risks in communicating with someone online and who to contact if they are worried about any contact online.</p> | <p>Know how to make healthy friendships and how they make people feel included strategies to help someone feel included.</p> <p>Know how peer influence can make people feel or behave.</p> <p>Know how friendships can change over time and the benefits of having new and different types of friends.</p> <p>Know how to identify different types of relationships and explain the differences between them.</p> <p>Know how people who love each other can be of any gender, ethnicity, or faith.</p> <p>Know how and where to report forced marriage.</p> | <p>Know how to identify healthy friendships and explain they make people feel included strategies to help someone feel included.</p> <p>Know how to explain how peer influence can make people behave or feel.</p> <p>Know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and how to seek support in relation to friendships.</p> <p>Know how people who love each other can be of any gender, ethnicity or faith and the difference between gender identity and sexual orientation and everyone's right to be loved.</p> <p>Know how to identify, explain and describe the</p> |

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| | | <p>what it means to keep a secret.</p> <p>Know what a surprise is and what it means to surprise someone.</p> <p>Know how to identify who they can go to in school if they are worried about a secret or a surprise.</p> <p>Know how to describe or demonstrate how to listen to others.</p> | <p>Know how to explain that we should not keep adult secrets.</p> <p>Know how children have the right to tell their teacher about any secret or surprise that makes them feel uncomfortable/uncertain.</p> <p>Know how to work cooperatively in different groups and situations.</p> | | | | <p>different types of relationships.</p> <p>Know how to explain what marriage and civil partnership means.</p> <p>Know how and where to report forced marriage or ask for help if they are worried.</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 and demonstrate what is appropriate touch between friends/family people we don't know and who they can go to if they are worried in school/home.</p> <p>Know how to recognise the difference between bullying and teasing.</p> <p>Know how to explain who to go to if they are experiencing bullying or witness any hurtful behaviour.</p> <p>Know how to explain what is meant by offering support and feedback that is helpful to others and demonstrate different</p> | <p>Know how to explain and demonstrate what is appropriate touch between friends/family people we don't know and who they can go to if they are worried in school/home.</p> <p>Know how to explain what teasing and bullying are and give examples of each.</p> <p>Know how to explain how teasing and joking are different from bullying.</p> <p>Know how to explain what is meant by offering support and feedback that is helpful to others and describe occasions when they have been given support and feedback in class time and the effect it had.</p> | <p>Know how privacy and personal boundaries are different.</p> <p>Know how basic strategies help keep themselves safe online for example passwords.</p> <p>Know how bullying and hurtful behaviour is unacceptable in any situation.</p> <p>Know how to differentiate between playful teasing, bullying and online behaviour.</p> <p>Know how to manage pressures associated with dares.</p> <p>Know how it is right to keep or break a confidence or share a secret.</p> <p>Know how to spot risks online and know when it is not safe.</p> | <p>Know how to explain how privacy and personal boundaries are different in given situations.</p> <p>Know how to identify what strategies we can use to keep us safe online.</p> <p>Know how bullying has effects and consequences online.</p> <p>Know how to identify the difference between playful teasing, bullying including online and give examples.</p> | <p>Know how to identify what physical touch is and when it is acceptable and unacceptable, in different situations.</p> <p>Know how to ask or give permission in different situations.</p> <p>Know how to recognise pressure and respond to unwanted or unacceptable physical contact.</p> <p>Know how no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.</p> <p>Know how there are different types of consent and what consent means in different situations.</p> | <p>Know how to explain whether physical touch is acceptable, unacceptable, wanted, or unwanted in different situations.</p> <p>Know how to ask for, give and not give permission for physical contact in different situations.</p> <p>Know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.</p> <p>Know how to get advice and report concerns about personal safety including online.</p> |

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| | | ways to offer support in class time and on the playground. | | | <p>Know how to recognise the difference between playful dates and dares which put someone under pressure, at risk or make them feel uncomfortable.</p> <p>Know when it is right to keep or break a confidence or share a secret.</p> <p>Know how people may behave differently online including pretending to be someone they are not.</p> | | <p>Know how consent can have different meanings and know how to seek and give/not give permission in different situations.</p> <p>Know how to give the correct consent in different situations.</p> |
| Respecting ourselves and others/Valuing difference | <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 show growing sensitivity to others' needs.</p> <p>Know how to identify some similarities and differences between people.</p> | <p>Know how to describe what fair and unfair mean to them and how to do the right thing and reflect on their own actions/words.</p> <p>Know how to give examples of unkindness/kindness actions/words.</p> <p>Know how to share opinions and views through peer and class discussions and listen attentively to the opinions and views of others.</p> | <p>Know how to explain the impact of kind and unkind actions and give examples of what is right and wrong in certain situations.</p> <p>Know how to explain that we have choices when we make decisions, based on what we think is right and wrong.</p> <p>Know how to share opinions and take part in simple debates about topical issues.</p> <p>Know how to identify with confidence ways in which they are similar/different to other class members.</p> | <p>Know how to recognise respectful behavior and model respectful behavior in different situations.</p> <p>Know how to respect others from different cultures and the wider society.</p> <p>Know how to recognise differences between people such as gender, race, faith.</p> <p>Know how to recognise what they have in common with others (shared values, aspirations, likes/dislikes).</p> | <p>Know how to recognise and identify respectful behaviour for example helping others, being responsible.</p> <p>Know the importance of self-respect and the right to be treated respectfully by others.</p> <p>Know ways in which people show respect and courtesy in different cultures and in wider society.</p> | <p>Know how to recognise that everyone should be treated equally with respect.</p> <p>Know how to explain discrimination and the impact it has on individuals</p> <p>Know how to discuss issues respectfully.</p> <p>Know how to constructively challenge others point of views.</p> | <p>Know how to respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>Know how to explain the different types of discrimination (for example racism, sexism, homophobia) identify the discrimination in different situations.</p> <p>Know how to discuss issues respectfully listen</p> |

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| | | <p>Know how to explain what is meant by being similar and different.</p> <p>Know how to describe basic differences and similarities between class members (physical appearance, family)</p> | <p>Know how to identify the groups they belong to and understand their purpose.</p> | | <p>Know how to identify differences between people such as gender, race, faith and give examples.</p> <p>Know about the importance of respecting the differences and similarities between people.</p> | | <p>and respect others point of view.</p> <p>Know how to participate effectively in discussions online and manage conflict or disagreements.</p> |
| 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 give examples of rules in different situations, for example class rules, rules at home, rules outside.</p> <p>Know how different people have different needs and how we care for people differs.</p> <p>Know how they can look after the environment.</p> <p>Know how they have different rights and responsibilities in school and the wider community.</p> <p>Know how being part of different groups requires different</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>Know how to care for people with different needs and identify how to help them using examples.</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 shared responsibility we</p> | <p>Know how there are reasons for rules and laws in society.</p> <p>Know how human rights protect people and identify the basic examples of human rights including the rights of children.</p> <p>Know that with every right comes responsibility, for example right to education and the responsibility to learn.</p> <p>Know how a community is made up of a sense of belonging despite differences.</p> | <p>Know how there are benefits of living in a community and laws protect us.</p> <p>Know how rights protect us and we have responsibilities and freedom.</p> <p>Know how recognise that they belong to different communities as well as the school community.</p> <p>Know how to show compassion towards others in communities and the shared responsibilities of caring for them.</p> | <p>Know how resources are allocated and the effect this has on individuals, communities, and the environment.</p> <p>Know how the importance of protecting the environment and how everyday actions can support of damage it.</p> <p>Know how to value diversity and identify from examples how we can value diversity.</p> <p>Know how prejudice takes place and the difference between racism and discrimination.</p> | <p>Know how to show compassion for the environment, animals, and other living things.</p> <p>Know how to differentiate between prejudice and discrimination.</p> <p>Know how to explain and identify how to value diversity.</p> <p>Know how to safely respond and challenge discrimination and stereotypes.</p> |

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| | | <p>roles, for example class, teams’ faith groups.</p> <p>Know how to recognise that they all are equal and ways in which they are the same and different to others in their community.</p> | <p>must take care of our environment for others.</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 and the benefits of using the internet and digital devices.</p> <p>Know how people find things out and communicate safely with others online.</p> <p>Know how people can access the internet (phones, tablets, computers) and to recognise the value of the internet in everyday life.</p> <p>Know how to recognise that some content on the internet is factual and some is for entertainment for example news, games, videos.</p> | <p>Know how and why people use and access the internet. (phones, tablets, computers)</p> <p>Know how some content on the internet is factual and some is for entertainment (for example news, games, videos)</p> <p>Know how people find things out and communicate safely with others online</p> | <p>Know how the internet can be used positively for leisure, school, and work.</p> <p>Know how to use strategies to recognise whether something they see online is true or has been adapted and explain why this has happened.</p> <p>Know how to report something seen or experienced online that concerns the.</p> | <p>Know how the internet is used to access information.</p> <p>Know how everything shared online has a digital footprint.</p> <p>Know how information online can be changed, altered, and identify how this happens.</p> <p>Know how advertising can influence lifestyle choices and identify the ways in which the media can manipulate images.</p> | <p>Know how to identify different types of media and their different purposes.</p> <p>Know how to recognise unsafe or suspicious content online.</p> <p>Know how devices store and share information.</p> | <p>Know how and why images might have been altered or faked and recognize when images have been altered.</p> <p>Know how online content can be designed to manipulate people’s emotions.</p> <p>Know how to recognize what is appropriate to share online.</p> |
| Money and work | <p>Know how to talk about some different occupations.</p> | <p>Know how everyone has different strengths in and out of school.</p> <p>Know how strengths and interest are needed to do different jobs.</p> | <p>Know how money is used and where it comes from.</p> <p>Know how money can be kept and looked after.</p> | <p>Know how people have different job sectors and how people require different skills for different jobs.</p> | <p>Know how to identify which jobs require which skills.</p> <p>Know how certain jobs have stereotypes and</p> | <p>Know and identify the career that interest you for the future.</p> <p>Know how money plays a different role in people’s lives.</p> | <p>Know how to explain the career that interests them for the future and why.</p> <p>Know how money plays a different role</p> |

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| | | <p>Know how money can be used in different forms to make payments.</p> <p>Know how money can be kept and looked after.</p> | <p>Know how to recognise the difference between wants and needs.</p> <p>Know how money comes in different forms for example, coins, notes, and ways for paying for things.</p> <p>Know how money can be kept and looked after and how people make choices about spending money including thinking about needs and wants.</p> | <p>Know how to challenge stereotypes through examples of role models in different fields of work.</p> <p>Know how to keep track of money and the different ways to pay for things.</p> | <p>how these stereotypes can be challenged.</p> <p>Know how people can make different spending decisions based on their budget, values, and needs.</p> <p>Know how to keep track of money and why it is important to know how much is being spent.</p> | <p>Know how not money having can affect a person life.</p> <p>Know how to identify jobs they might like to do in the future.</p> <p>Know how inclusion and diversity can promote peoples career opportunities.</p> | <p>in people’s lives, attitudes towards it and what influences decisions about money.</p> <p>Know-how and identify not having money can impact on a person’s emotions, health and wellbeing.</p> <p>Know how to identify jobs they might like to do in the future and the role of ambition in achieving a future career.</p> <p>Know how stereotypes in the workplace can be challenged and the role of inclusion and diversity.</p> |
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| Summer: Health and well being | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Physical health and mental wellbeing</p> | <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 we should keep healthy and why it is important.</p> <p>Know how take care of themselves and basic hygiene routines such as washing hands.</p> <p>Know how to keep healthy such as healthy food, physical activity, safe in the sun.</p> <p>Know how we can control our feelings and emotions.</p> | <p>Know how to maintain good physical and mental health.</p> <p>Know sleep and rest is important for growing and keeping healthy.</p> <p>Know how to describe and share a range of feelings.</p> <p>Know how to manage big feelings including those associated with change, loss, and bereavement.</p> | <p>Know how daily choices affect our health and identify healthy and unhealthy choices.</p> <p>Know how people can make healthy choices and what might negatively influence them.</p> <p>Know that our feelings can be affected by various factors and how we should express our feelings.</p> | <p>Know how to identify factors that maintain a balanced, healthy lifestyle, physically and mentally.</p> <p>Know how to maintain oral hygiene and dental health and the importance of regular visits to the doctors.</p> <p>Know how to identify and explain situations that would affect our feelings and how we can express them.</p> | <p>Know how sleep contributes to a healthy lifestyle and how to maintain healthy sleep strategies.</p> <p>Know how they can prevent the spread of bacteria and viruses with everyday hygiene.</p> <p>Know how mental health just as important as physical health is, both needs looking after.</p> <p>Know how positive strategies manage feelings.</p> | <p>Know how mental health just as important as physical health is, both needs looking after.</p> <p>Know how negative experiences can affect mental wellbeing and positive strategies can be used to manage feelings.</p> <p>Know how important it is to ask for help in and out of school.</p> <p>Know how to identify how to ask for help and support with loss and grief.</p> |
| <p>Growing and changing</p> | <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 recognise what makes them special and unique including their likes, dislikes and what they are good at.</p> <p>Know how to manage and whom to tell when finding things difficult or when things go wrong.</p> <p>Know how to recognise feelings in themselves and how feelings can affect how people behave.</p> | <p>Know how they are special and unique to others.</p> <p>Know how to express feelings to an adult if things are not right.</p> <p>Know that the human has a lifecycle and people grow young to old.</p> <p>Know how our needs and bodies change as we grow older.</p> | <p>Know how to identify personal strengths and interests and what they are proud of.</p> <p>Know how recognise common challenges of self-worth.</p> | <p>Know how to identify personal strengths and give examples.</p> <p>Know how to identify challenges to self-worth in school.</p> <p>Know how to identify external genitalia and reproductive organs.</p> <p>Know how there are physical and emotional changes during puberty.</p> | <p>Know how to recognise changes as we grow older.</p> <p>Know how we grow more independent as we grow older.</p> <p>Know how our personal identity can differ to others.</p> <p>Know how to recognise, respect, and express their individuality and personal qualities.</p> | <p>Know how to identify changes as we grow older and give examples.</p> <p>Know how being more independent can make us feel different.</p> <p>Know how relationships change as we grow older and go to secondary school.</p> <p>Know how there are many factors that contribute towards personal identity such as</p> |

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| | | | Know how to identify the main parts of the body including internal genitalia. | | | | <p>race, sex, gender, family, faith, culture, hobbies.</p> <p>Know how to recognise, respect, and express their individuality and personal qualities and others.</p> |
| 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 keep us safe.</p> <p>Know how there are basic rules for keeping safe online and age restrictions.</p> <p>Know how to recognise risk in everyday situations.</p> | <p>Know how rules keep us safe and explain why age restrictions on games keep us safe online.</p> <p>Know how to keep themselves safe in familiar and unfamiliar environments such as school, online.</p> <p>Know how to keep themselves safe at home in relation to electric appliances, fire safety, and medicines</p> | <p>Know how to identify typical hazards at home and in school.</p> <p>Know how to assess and manage risk in everyday situations.</p> <p>Know how to take medicines correctly.</p> | <p>Know how to identify typical hazards at home and in school and explain how to prevent them.</p> <p>Know how to take medicines correctly.</p> <p>Know how some drugs are common to everyday life (cigarettes, /vaping, alcohol, medicines) can affect everyday health and wellbeing.</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 female genital mutilation is against the law and who to contact if they think someone is in danger.</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 Knowledge

| Autumn: Relationships | EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
|---|--|---|--|--|
| <p>Families and friendships/ Feelings and emotions</p> | <p><u>Nursery</u></p> <p>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></p> <p>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 range of feelings and how to manage them.</p> <p>Know that people and families have different roles.</p> <p>Know that there are different types of behaviour.</p> <p>Know that there is a difference between right and wrong behaviour, fair/unfair, kind/unkind.</p> <p>Know that people’s bodies and feelings can be hurt.</p> <p>Know that there is a difference between a secret and a surprise.</p> <p>Know that are people children can go to if they are worried about a secret or a surprise.</p> <p>Know that we should listen to others and play cooperatively.</p> <p>Know that there is inappropriate and appropriate touch.</p> | <p>Know that different features make a family.</p> <p>Know that there are different types of families.</p> <p>Know that someone in a family.</p> <p>Know that there are positive aspects of being part of a family (caring for each other, spending time together).</p> <p>Know that there are positive friendships.</p> <p>Know that there are positive friendships online.</p> | <p>Know that friendships can be managed.</p> <p>Know that peer influence can be managed.</p> <p>Know that there are different types of relationships such as romantic, civil partnership.</p> <p>Know that forced marriage continues to take place and who to contact if they are concerned about someone.</p> |
| <p>Safe relationships/Healthy relationships</p> | <p><u>Nursery</u></p> <p>Know that they can take turns with others and sometimes do so with adult support.</p> | <p>Know that there is inappropriate and appropriate touch.</p> <p>Know that there are different types of bullying and what strategies they can use to resist bullying and teasing.</p> | <p>Know that there are personal boundaries.</p> <p>Know that you should respond safely to others.</p> <p>Know that hurtful behaviour has an impact.</p> | <p>Know that there are physical contact and feeling safe.</p> <p>Know that touch can be acceptable or unacceptable.</p> <p>Know that pressure can be managed.</p> |

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| | <p><u>Reception</u></p> <p>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 constructive support and feedback can help others and themselves.</p> | <p>Know that there is a way to respond to hurtful behaviour.</p> <p>Know that confidentiality should be managed.</p> <p>Know that there are risks online.</p> | <p>Know that consent differs in different situations.</p> |
| <p>Respecting ourselves and others/Valuing difference</p> | <p><u>Nursery</u></p> <p>Know that there are some similarities and differences between people and recognise these with support.</p> <p><u>Reception</u></p> <p>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 and the impact of kindness and unkindness on others.</p> <p>Know that opinions and views can be shared through peer and class discussions.</p> <p>Know that there are similarities and differences between people.</p> | <p>Know that respectful behaviour should be recognised.</p> <p>Know that self-respect has importance.</p> <p>Know that is important to have courtesy and self-respect.</p> <p>Know that we should respect similarities and differences.</p> <p>Know that differences should be discussed sensitively.</p> | <p>Know that we should respond respectfully to a wide range of people.</p> <p>Know that prejudice and discrimination can be recognised.</p> <p>Know that opinions can be expressed but others point of views should also be respected.</p> |

| Spring: Living in the wider world | EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
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| <p>Belonging into a community</p> | <p><u>Nursery</u></p> <p>Know that there are some rules in the classroom.</p> <p>Know that there are some similarities and differences between people in our</p> | <p>Know that there are different rules for different situations for example class rules, rules at home, rules outside.</p> <p>Know that we should care for other’s needs.</p> <p>Know that we should look after the environment.</p> | <p>Know that there are values of rules and laws.</p> <p>Know that there are rights, freedom, and responsibilities.</p> <p>Know that a community is made up of belonging.</p> | <p>Know that the environment should be protected.</p> <p>Know that we should value diversity.</p> <p>Know that we should challenge discrimination and stereotypes.</p> |

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| | <p>community and recognise these with support.</p> <p><u>Reception</u></p> <p>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 we belong to a group.</p> <p>Know that we have roles and responsibilities.</p> <p>Know that being the same and different in communities.</p> | <p>Know that groups and communities have shared responsibilities.</p> | |
| <p>Media literacy and digital resilience</p> | <p><u>Nursery</u></p> <p>Know that there are different types of technology e.g. phones, tablets, computers, radios, televisions etc.</p> <p><u>Reception</u></p> <p>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 we use the internet and digital devices for different needs.</p> <p>Know that we use the internet to communicate online.</p> <p>Know that we use the internet in everyday life.</p> <p>Know that online content and information can be used for facts and entertainment.</p> | <p>Know that the internet is used to access information online.</p> <p>Know that information online can be adapted or altered and the reasons for why this happens.</p> <p>Know that data online is shared and used.</p> | <p>Know that information online is targeted.</p> <p>Know that there are different media types.</p> <p>Know that media sources can be evaluated.</p> <p>Know that things can be shared online.</p> |

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| <p>Money and work</p> | <p><u>Nursery</u></p> <p>Know that money is used to buy things.</p> <p>Know that there are some different occupations.</p> <p><u>Reception</u></p> <p>Know that people go to work to get money.</p> <p>Know that there are many different occupations.</p> | <p>Know that everyone has different strengths and interests.</p> <p>Know that there are different jobs in the community.</p> <p>Know that money comes in different forms.</p> <p>Know that money should be looked after.</p> | <p>Know that different jobs require different skills.</p> <p>Know that jobs have stereotypes.</p> <p>Know that we can set personal goals.</p> <p>Know that decisions should be made about how money should be spent.</p> <p>Know that money should be used wisely and kept safe.</p> | <p>Know that you can identify the job that interests you for the future.</p> <p>Know that many factors influence career choices.</p> <p>Know that workplaces have stereotypes.</p> <p>Know that there are different attitudes towards money.</p> <p>Know that money has financial risks.</p> |
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| Summer: Health and well being | EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
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| <p>Physical health and mental wellbeing</p> | <p><u>Nursery</u></p> <p>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></p> <p>Know that there are choices we can make which will lead to good growth and health- healthy eating, exercise, drinking</p> | <p>Know that keeping healthy is important.</p> <p>Know that we need good food and exercise.</p> <p>Know that sleep is important as well as keeping healthy.</p> <p>Know that we should keep our teeth healthy.</p> <p>Know that our feelings and emotions can be managed.</p> | <p>Know that there are healthy choices and habits we can make.</p> <p>Know that we should maintain a balanced lifestyle, oral hygiene, and dental care.</p> <p>Know that our feelings can be affected and how to express our feelings.</p> | <p>Know that there are healthy sleep habits.</p> <p>Know that healthy strategies should be maintained.</p> <p>Know that mental health can be affected and taken care of.</p> <p>Know that mental health can be affected by managing change, loss and bereavement.</p> |

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| | water, brushing teeth, sleeping, caring for feelings and emotions etc. | | | |
| Growing and changing | <p><u>Nursery</u></p> <p>Know that they have grown and changed from when they were a baby.</p> <p><u>Reception</u></p> <p>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 certain things make them unique and special.</p> <p>Know that feelings can be managed when things go wrong.</p> <p>Know that you can ask for help to manage your feelings.</p> <p>Know that as humans we grow older.</p> <p>Know that body parts have certain names.</p> | <p>Know that personal strengths and achievements are different.</p> <p>Know that we should reframe from setbacks.</p> <p>Know that there are physical and emotional changes in puberty.</p> <p>Know that there are personal hygiene routines with puberty.</p> | <p>Know that we all have personal identity.</p> <p>Know that we can recognize individuality and personal qualities.</p> <p>Know that we all have different qualities.</p> <p>Know that the human reproduction is important.</p> <p>Know that there is increasing dependence as we grow older.</p> |
| Keeping safe | <p><u>Nursery</u></p> <p>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></p> <p>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 rules and age restrictions help us keep safe online.</p> <p>Know that different environments have different safety rules.</p> <p>Know that there are risks and safety at home.</p> | <p>Know that risks and hazards.</p> <p>Know that there is safety in the local environment and unfamiliar places.</p> <p>Know that medicines should be taken correctly.</p> <p>Know that some drugs are good for us, and some are not.</p> | <p>Know that we should keep safe in different situations.</p> <p>Know that we can respond to emergencies, FGM and first aid.</p> <p>Know that we should keep personal information safe.</p> <p>Know that regulations and choices.</p> <p>Know that the law protects the use of everyday drug use.</p> |