



Personal, Social, Health and Economic

Physical health and wellbeing, Drug, alcohol and tobacco education, Identity, Society and Equality, Keeping safe and Managing Risk, Mental Health and Emotional Wellbeing, Careers, Financial Capability and Economic Wellbeing, Sex and relationship education



Autumn

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Self-Regulation See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>Managing Self Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p> <p>Building Relationships Think about the perspectives of others. Manage their own needs: Personal hygiene</p>	<p>Physical health and wellbeing: Fun times</p> <ul style="list-style-type: none"> • know about some of the food and drinks associated with different celebrations and customs • can identify what makes their home lives similar or different to others including the food they eat • understand why food eaten on special days may be different from everyday foods • can describe how to play different active playground games <ul style="list-style-type: none"> • can recognise how active playground games make them feel • can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at • know about some of the effects of too much sun on the body • can describe what people can do to protect their bodies from being damaged by the sun • know what they will need and who to ask for help if they going out in strong sun 	<p>Physical health and wellbeing: What keeps me healthy?</p> <ul style="list-style-type: none"> • know what a healthy diet looks like • can identify who helps them make choices about the food they eat <ul style="list-style-type: none"> • know the benefits of a healthy diet (including oral health) can describe some ways of being physically active throughout the day <ul style="list-style-type: none"> • explain why it is important to rest and get enough sleep, as well as be active • understand that an hour a day of physical activity is important for good health • know about the roles of people who help them to stay healthy (including giving vaccinations) <ul style="list-style-type: none"> • can describe everyday routines to help take care of their bodies, including oral health • understand how basic hygiene routines can stop the spread of disease 	<p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <ul style="list-style-type: none"> •are able to define what is meant by the word 'drug' • can identify when a drug might be harmful • recognise that tobacco is a drug • know the effects and risks of smoking and of second-hand smoke on the body <ul style="list-style-type: none"> • can express what they think are the most important benefits of remaining smoke free • recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke • know about some of the support and medicines that people might use to help them stop smoking <ul style="list-style-type: none"> • can explain what they might say or do to help someone who wants to stop smoking • understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop 	<p>Identity, society and equality: Democracy</p> <ul style="list-style-type: none"> •understand that Britain is a democratic society and what this means • know that there are different political parties who differ in their views • understand that people have opportunities to influence decisions by voting in elections •know how laws are made and the importance of following them <ul style="list-style-type: none"> • understand the contribution and influence that individuals and organisations can have on social and environmental change • recognise that laws help to keep people safe understand the local council organises services under the guidance of central government • recognise there are limited resources for the needs of the community • know that people may have different views about how council money should be spent 	<p>Physical health and wellbeing: In the media</p> <ul style="list-style-type: none"> •In the media know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers • can compare the health benefits of a food or drink product in comparison with an advertising campaign • identify advertising as one influence on people's choices about food and drink are able to analyse how the media portray celebrities <ul style="list-style-type: none"> • recognise that celebrities can be presented as role models and that they may be a good or not-so good role model for young people • can explain why we need to be cautious about things we see, hear or read about in the media understand that images can be changed or manipulated by the media and how this can differ from reality • can describe how the media portrayal might affect people's feelings about themselves 	<p>Sex and relationship education: Healthy relationships / How a baby is made</p> <ul style="list-style-type: none"> •know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes can identify some of skills and qualities needed to be parent and carer <ul style="list-style-type: none"> • understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children • can recognise that both men and women can take on these roles and responsibilities can answer their own questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence • can identify sources of information, support and advice for children and young people

	<p>Keeping safe and managing risk: Feeling safe</p> <ul style="list-style-type: none"> • recognise the difference between 'real' and 'imaginary' dangers • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it 	<p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn about the importance of special people in their lives</p> <ul style="list-style-type: none"> • can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care <p>Pupils learn about making friends and who can help with friendships</p> <ul style="list-style-type: none"> • understand how people might feel if they are left out or excluded from friendships • recognise when someone needs a friend and know some ways to approach making friends • know who they can talk to if they are worried about friendships <p>Pupils learn about solving problems that might arise with friendships</p> <ul style="list-style-type: none"> • can identify some ways that friendships can go wrong • can describe some ways to sort out friendships problems • recognise that difficulties within friendships can usually be resolved 	<p>smoking once they have started</p> <p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <ul style="list-style-type: none"> • are able to define what is meant by the word 'drug' • can identify when a drug might be harmful • recognise that tobacco is a drug <p>Pupils learn about the effects and risks of smoking tobacco and second-hand smoke</p> <ul style="list-style-type: none"> Pupils know the effects and risks of smoking and of second-hand smoke on the body • can express what they think are the most important benefits of remaining smoke free • recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke <p>Pupils learn about the help available for people to remain smoke free or stop smoking</p> <ul style="list-style-type: none"> • know about some of the support and medicines that people might use to help them stop smoking • can explain what they might say or do to help someone who wants to stop smoking • understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started 	<p>Identity, society and equality: Democracy</p> <p>Pupils learn about Britain as a democratic society</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that Britain is a democratic society and what this means • know that there are different political parties who differ in their views • understand that people have opportunities to influence decisions by voting in elections <p>Pupils learn about how laws are made</p> <p>Pupils</p> <ul style="list-style-type: none"> • know how laws are made and the importance of following them • understand the contribution and influence that individuals and organisations can have on social and environmental change • recognise that laws help to keep people safe <p>Pupils learn about the local council</p> <ul style="list-style-type: none"> • understand the local council organises services under the guidance of central government • recognise there are limited resources for the needs of the community • know that people may have different views about how council money should be spent 	<ul style="list-style-type: none"> • accept and respect that people have bodies that are different <p>Physical health and wellbeing: In the media</p> <ul style="list-style-type: none"> • know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers • can compare the health benefits of a food or drink product in comparison with an advertising campaign • identify advertising as one influence on people's choices about food and drink • are able to analyse how the media portray celebrities • recognise that celebrities can be presented as role models and that they may be a good or not-so good role model for young people • can explain why we need to be cautious about things we see, hear or read about in the media • understand that images can be changed or manipulated by the media and how this can differ from reality • can describe how the media portrayal might affect people's feelings about themselves • accept and respect that people have bodies that are different 	<p>Sex and relationship education: Healthy relationships / How a baby is made</p> <ul style="list-style-type: none"> • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage • understand that sex or making love may be one part of an intimate relationship between adults • understand that sexuality is expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs
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Spring

<p>Self-Regulation See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Managing Self Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing</p>	<p>Identity, society and equality: Me and others</p> <ul style="list-style-type: none"> • can recognise some of the things that make them special • can describe ways they are similar and different to others • understand that everyone has something about them that makes them special • can identify the different roles of people at home and school • can solve simple dilemmas about taking responsibility • can explain why it is important to take responsibility at school and at home (including looking after the local environment) • can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom • can challenge unhelpful behaviour in a positive way • understand how their behaviour can affect others <p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <ul style="list-style-type: none"> • are able to recognise that different things people put into bodies can make them feel good or not so good 	<p>Sex and relationship education: Boys and girls, families</p> <ul style="list-style-type: none"> • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that know that female mammals give birth and nurse their young • can describe the biological differences between male and female • understand that the creation of life requires a male and female • identify and name biological terms for male and female sex parts • can label the male and female sex parts with confidence • understand that the male and female sex parts are related to reproduction • can identify key stages in the human life cycle <ul style="list-style-type: none"> • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies • understand that we all have different needs and require different types of care • identify ways we show care towards each other 	<p>Mental health and emotional wellbeing: Strengths and challenges</p> <ul style="list-style-type: none"> • explain how it feels to be challenged, try something new or difficult • can plan the steps required to help achieve a goal or challenge • are able to celebrate their own and others' skills, strengths and attribute • explain what is meant by a put-up or put down and how this can affect people • can demonstrate a range of strategies for dealing with putdowns <ul style="list-style-type: none"> • recognise what is special about themselves • can describe how it feels when there are set-backs • know some positive ways to manage set-backs and how to ask for help or support • recognise that everyone has setbacks at times, and that these cannot always be controlled <p>Identity, society and equality: Celebrating difference</p> <ul style="list-style-type: none"> • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief 	<p>Physical health and wellbeing: What is important to me?</p> <ul style="list-style-type: none"> • can explain why a person may avoid certain foods • are able to communicate their own personal food needs • understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons • explain the importance of sleep for health and wellbeing <ul style="list-style-type: none"> • know what can help people relax and sleep well • recognise the impact that too much screen time can have on a person's health and wellbeing <p>Keeping safe and managing risk: Playing safe</p> <ul style="list-style-type: none"> • know about the age classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games can identify and assess the level of risk of different activities in the local environment 	<p>Keeping safe and managing risk: When things go wrong</p> <ul style="list-style-type: none"> • understand that people can be influenced by things online • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable • know what is meant by domestic violence and abuse <ul style="list-style-type: none"> • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support understand some of the reasons that might cause a young person to run away or be absent from home • can identify the potential risks and dangers of running away or going missing • know who to talk to if they feel like running away <p>Mental health and emotional wellbeing: Dealing with feelings</p> <ul style="list-style-type: none"> • are able to name and describe a wide range and intensity of emotions and feelings • understand how the same feeling can be expressed differently • 	<p>Drug, alcohol and tobacco education: Weighting up risk</p> <ul style="list-style-type: none"> • know about some of the possible effects and risks of different drugs • know that some drugs are restricted or that it is illegal to own, use and supply them to others • understand why and when people might use drugs • can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with • can identify risks within a given scenario involving drug use • understand what would need to change to reduce the level of risk • can identify situations where drug use may occur <ul style="list-style-type: none"> • know some ways of reducing risk in situations involving drug use • know where to get help, advice and support regarding drug use <p>Identity, society and equality: Human rights</p> <ul style="list-style-type: none"> • understand what migration means <ul style="list-style-type: none"> • identify the reasons why people move from one place to another • are able to empathise with the experiences and challenges moving and
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<ul style="list-style-type: none"> • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>ELG</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships</p> <p>Think about the perspectives of others. Manage their own needs: Personal hygiene</p> <p>ELG</p> <p>Work and play cooperatively and take turns with others;</p> <ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs 	<ul style="list-style-type: none"> • can identify whether a substance might be harmful to take in • know how to ask for help if they are unsure about whether something should go into the body • know that substances can be absorbed through the skin • are able to recognise that different things that people put on to bodies can make them feel good or not so good • can state some basic safety rules for things that go onto the body 	<ul style="list-style-type: none"> • understand the links between needs, caring and changes • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways 	<ul style="list-style-type: none"> • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together • can explain what being part of a community means • can recognise some of the different groups or communities they belong to and their role within them • value and appreciate the diverse communities which exist and how they connect • can identify positive and negative aspects of being a member of a group • can acknowledge that there may be times when they don't agree with others in the group • can stand up for their own point of view against opposition 	<ul style="list-style-type: none"> • recognise that in some situations there may pressure to behave in a way that doesn't feel safe • can identify some ways to respond to unhelpful pressure are able to assess what to do in an emergency • can carry out some simple first aid procedures for different needs • can demonstrate how to ask for help from a range of emergency services 	<p>recognise how emotions can be expressed appropriately in different situations</p> <ul style="list-style-type: none"> • identify situations when someone may feel conflicting emotions due to change • can identify ways of positively coping with times of change <p>recognise that change will affect everyone at some time in their life</p> <ul style="list-style-type: none"> • recognise that at times of loss, there is a period of grief that people go through • understand there are a range of feelings that accompany bereavement and know that these are necessary and important • know some ways of expressing feelings related to grief 	<p>settling in new place might bring</p> <ul style="list-style-type: none"> • are aware how the rights are relevant to their lives and that rights come with responsibilities • understand that individual human rights can sometimes conflict with the circumstances in a country • identify some of the organisations that represent and support the rights of the child and the difference they make • can explain what make a place where someone lives a 'home' • to be able to appreciate the difficulties of being homeless or living in temporary accommodation • know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation
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Summer

Self-Regulation ELG

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self ELG

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG

Mental health and emotional wellbeing: Feelings

- can name different feelings (including good and not-so-good feelings)
- recognise that people may feel differently about the same situation
- can identify how different emotions look and feel in the body
- recognise that some feelings can be stronger than others
- can describe some ways of managing different feelings
- know when to ask for help are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)
- can describe how people might feel when there is a change or loss
- recognise what they can do to help themselves or someone else who may be feeling unhappy

Careers, financial capability and economic wellbeing: My money

- understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)
- recognise that people make choices about what to buy
- understand that they may not always be able to have all the things they want

Keeping safe and managing risk: Indoors and outdoors

- know some simple rules for keeping safe indoors, including online
- can describe what to do if there is an emergency
- understand that they can take some responsibility for their own safety
- know some rules for keeping safe outside
- can assess whether a situation is safe or unsafe
- understand the importance of always telling someone where they are going or playing
- can identify hazards in relation to road safety
- are able to explain how to cross the road safely
- recognise that there are rules in relation to road safety for all road user

Drug, alcohol and tobacco education: Medicines and me

- understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill
- know that medicines come in different forms
- recognise that each medicine has a specific use
- know that medicines can be prescribed by a doctor or bought from a shop or pharmacy
- know when medicines might be used and who

Careers, financial capability and economic wellbeing: Saving, spending and budgeting

- understand how manufacturers and shops persuade us to spend money
- are able to recognise when people are trying to pressurise them to spend their money and how this feels
- can make decisions about whether something is 'value for money'
- can keep simple records to keep track of their money
- can ask simple questions about needs and wants - decide how to spend and save their money
- know the best places people can go for help about money
- know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work
- know about a number of different jobs people do
- can identify the skills and attributes needed for different job

Physical health and wellbeing: What helps me choose?

- can use the Eatwell guide to help make informed choices about what they eat and drink
- can describe situations when they have to make

Sex and relationship education: Growing up and changing

- are able to describe how feelings and behaviour change during puberty
- can devise strategies for managing these changes
- understand how changes during puberty can affect relationships with other people
- are able to identify feelings and understand how they affect behaviour
- can practise strategies for managing relationships and changes during puberty
- can empathise with other people's feelings in relationships, including parents and carers
- can identify sources of information, support and advice for children and young people
- can use appropriate language to discuss puberty and growing up with confidence
- can answer their own questions about puberty and growing up

Drug, alcohol and tobacco education: Different Influences

- know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis
- understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law
- understand that there are risks associated with all smoking drugs
- can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products
- can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol
- recognise that there are many influences on us at any time
- can describe some strategies that people can use if they feel under pressure in relation to drug use
- can demonstrate some ways to respond to pressure concerning drug use
- recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it

Careers, financial capability and

Mental health and emotional wellbeing: Health Minds

- know that mental health is about emotions, moods and feelings - how we think, feel and behave
- recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent
- know that there is help, advice and support available about mental health
- recognise what can affect a person's mental health
- know some ways of dealing with stress and how people can get help and support
- understand that anyone can be affected by mental ill health
- know some everyday ways of looking after mental health
- can explain why looking after mental health is as important as looking after physical health
- understand that some things that support mental health will also support physical health

Keeping safe and managing risk: Keeping safe - out and about

- are aware of potential risks when out and about in the local area

<p>Work and play cooperatively and take turns with others;</p> <ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs 	<ul style="list-style-type: none"> • understand why people might want to save their money • can say how it feels to save for something you really want • recognise where money is stored to keep it safe and some places are safer than others • know that there are a range of jobs that people can do <ul style="list-style-type: none"> • recognise that both men and women are able to do a range of jobs • understand that having a job means people can earn money 	<p>decides which medicine is used</p> <ul style="list-style-type: none"> • understand there are alternatives to taking medicines, and when these might be helpful • understand that medicines come with instructions to ensure they are used safely <ul style="list-style-type: none"> • know some safety rules for using and storing medicines • recognise that medicines can be harmful if not taken correctly 	<p>choices about their food and drink</p> <ul style="list-style-type: none"> • understand who and what influences their choices about food and drinks • can explain why people are attracted to different brands • are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' • understand how this can affect what food people buy • are able to identify a range physical activities that help the body • are able to evaluate the levels of physical activity in different pastimes • can explain what choices they have about how to spend their free time 		<p>economic wellbeing: Borrowing and earning money</p> <ul style="list-style-type: none"> • understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) • can explain the difference between manageable and unmanageable debt and how this can make people feel • can identify where people can access reliable information and support • can identify skills that make someone enterprising <ul style="list-style-type: none"> • know what is needed to plan and set up an enterprise • can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise • understand that money is one factor in choosing a job and that some jobs pay more than others <ul style="list-style-type: none"> • can debate the extent to which a person's salary is more or less important to job satisfaction • understand how people choose what job to 	<ul style="list-style-type: none"> • describe a range of feelings associated with being out and about <ul style="list-style-type: none"> • understand that people can make assumptions about others that might not reflect reality • can identify risky behaviour in peer groups • recognise and respond to peer pressure and who they can ask for help • understand how people feel if they are asked to do something they are unsure about • know some of the consequences of anti-social behaviour, including the law • describe ways to resist peer pressure • recognise they have responsibility for their behaviour and actions
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