

Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Health																	
To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest and healthy eating and dental health.			To understand the importance of health & how to maintain personal hygiene.			To understand which, why and how, commonly available substances and drugs could damage their immediate and future health & safety, and that some are legal.			To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health & safety.			To understand which, why and how, commonly available substances and drugs could damage their immediate and future health & safety, some are restricted and some are illegal to own, use and supply to others.			To understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health & safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.		
To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health, to recognise that choices can have good and not so good consequences.			To know how some diseases are spread & can be controlled and the responsibilities they have for their own health & that of others.			To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.			To understand what positively and negatively affects their physical, mental and emotional health (including the media).			To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.			To understand what is meant by the term 'habit' and why habits can be hard to challenge.		
To recognise that household products, including medicines, can be harmful if not used properly.			To understand the safe use of medicines and about people who look after them.			To recognise opportunities to make choices about food and the benefits of eating a balanced diet.			To begin to understand the concept of a 'balanced lifestyle.'			To recognise their increasing independence brings increased responsibility to keep themselves and others safe			To recognise and challenge stereotypes.		
Risk																	
To know rules for and ways of keeping physically & emotionally safe - Road safety (Including safety in the environment)			To understand rules for and ways of keeping physically & emotionally safe (including safety on-line, the responsible use of ICT. The difference between secrets & surprises & understanding not to keep adult secrets, only surprises).			To understand strategies for keeping physically and emotionally safe including safety in the environment, safe places to play and personal safety.			To understand strategies for keeping physically and emotionally safe including road safety.			To understand strategies for keeping physically and emotionally safe including safety in the environment and safety on-line (including the responsible use of ICT and mobile phones).			To recognise when & how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, anxious or that they believe to be wrong.		
To know about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.			To consider good and not so good feelings, a vocabulary to describe their feelings to others & simple strategies for managing feelings.			To understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people.			To differentiate between the terms 'risk,' 'danger' and 'hazard.'			To understand about people who are responsible for helping them stay healthy and safe and ways that they can get help.			To understand school rules about health & safety, basic emergency aid procedures and where to get help.		
To recognise that they share a responsibility for keeping themselves & others safe, when to say, 'Yes,' 'No,' 'I'll ask' and 'I'll tell.'			To recognise that they share a responsibility for keeping themselves & others safe, when to say 'yes,' 'no,' 'I'll ask,' & 'I'll tell.'			To understand that pressure to behave in a risky way can come from a variety of sources, including people they know.			To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environments) and how to use this as an opportunity to build resilience.			To recognise and manage 'dares.'			To understand strategies for keeping physically and emotionally safe including safety in the environment and safety on-line (including the responsible use of ICT , mobile phones and social media).		
									To recognise and manage 'dares.'			To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, and that makes them feel uncomfortable, anxious or that they believe to be wrong.			To understand the importance of protecting personal information, including passwords, addresses and images		
									To understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people.								

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Relationships																	
To identify their own special people (family, friends, carers), what makes them special & how special people should care for one another.			To understand there are different types of teasing & bullying, that these are wrong & unacceptable.			To work collaboratively together towards shared goals.			To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise & care about other peoples feelings and to try to see, respect and if necessary constructively challenge their points of view.			To be aware of different types of relationship including those between friends & families, civil partnerships and marriage.			To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-base language, how to respond & ask for help).		
To identify & respect the differences & similarities between people.			To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.			To be aware of different types of relationship, including those between friends and families.			To understand the concept of keeping something confidential or 'secret', when we should or should not agree to this and when it is right to 'break a confidence', or 'share a secret'.			To recognise & respond appropriately to a wider range of feelings in others			To recognise and manage 'dares' and challenge stereotypes.		
To listen to other people & play and work cooperatively (including strategies to resolve simple arguments through negotiation).			To judge what kind of physical contact is acceptable, comfortable, unacceptable & uncomfortable & how to respond (including who to tell & how to tell them).			To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.			To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity. (See 'protected characteristics in the Equality Act 2010')			To recognise what constitutes a positive, healthy relationship and to develop and maintain the skills necessary.			To understand that differences and similarities between people arise from a number of factors, including age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010)		
To share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class.			To recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).			To understand that their actions affect themselves and others.						To understand that differences and similarities between people arise from a number of factors including family, cultural, age, sex, gender identity, sexual orientation and disability. (See 'protected characteristics in the Equality Act 2010')			To resolve differences by looking at alternatives, seeing & respecting others' points of view, making decisions and explaining choices.		
			To understand how to communicate their feelings to others, to recognise how others show feelings & how to respond.			To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.						To understand about human reproduction including conception (and that this can be prevented)					
												To understand how their body will change as they approach and move through puberty.					
Identity																	
To think about themselves, to learn from their experiences, to recognise & celebrate their strengths and set simple but challenging goals.			To understand the process of growing from young to old and how people's needs change.			To reflect on and celebrate their achievements and understand their own uniqueness and what makes them happy.			To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.			To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences). Begin to understand the concept of a 'balanced lifestyle.'			To understand how their body will change as they approach and move through puberty.		
To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health, to recognise that choices can have good and not so good consequences.			To understand about growing and changing and new opportunities and responsibilities that increasing independence may bring.			To understand about change, including transitions (between Key Stages and schools).			To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.			To recognise opportunities to make their own choices about food, what might influence their choices and the benefit of eating a balanced diet.			To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.		
			To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends).						To recognise they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.			To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.			To understand about human reproduction including conception (and that this can be prevented)		
			To learn the names of the main parts of the body (including external genitalia) the similarities & differences between boys and girls.						To understand about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.			To understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex and disability. (See 'protected characteristics in the Equality Act 2010')					

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Economic																	
To understand what improves & harms their local , natural & built environments and about some of the ways people look after them.			To recognise that money comes from different sources & can be used for different purposes, including the concepts of spending & saving.			To learn about the role money plays in their own and others lives.			To learn about the role money plays in their own and others lives, including how to manage their money.			To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.			To learn about the role money plays in their own and others lives, including how to manage their money and about being a critical consumer.		
To recognise that money comes from different sources & can be used for different purposes, including the concepts of spending & saving			To understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.			To learn about enterprise and the skills that can make someone 'enterprising.'			To learn about enterprise and the skills that make someone 'enterprising.'			To recognise that there are different kinds of responsibilities towards the environment.			To develop an initial understanding of the concepts of 'interest,' 'loan,' 'debt' and 'tax.' (eg. their contribution to society through the payment of VAT).		
												To recognise the role of voluntary, community and pressure groups.			To learn about enterprise and the skills that make someone 'enterprising.'		
												To learn about enterprise and the skills that make someone 'enterprising.'					
Citizenship																	
To help construct & agree to follow, group & class rules and to understand how these rules can help them.			To contribute to the life of the classroom.			To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.			To think about the lives of people living in other places, and people with different values & customs.			To understand why & how rules and laws that protect themselves & others are made and enforced, why different rules are needed in different situations.			To explore & critique how the media present information.		
To recognise what is fair & unfair, kind & unkind, what is right & wrong.			To understand that people & other living things have needs and that they have responsibilities to meet them (including being able to take turns, share & understand the need to return things that have been borrowed.			To realise the consequences of antisocial and aggressive behaviours on individuals and communities.			To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.			To understand how to take part in making & changing rules.			To understand what being part of a community means, and about the varied institutions that support communities locally and nationally.		
To recognise how their behaviour affects other people.			To understand that they belong to various groups & communities eg. family & school.			To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.			To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.			To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.			To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.		
To offer constructive support & feedback to others.			To offer constructive support & feedback to others.									To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination on individuals and communities.			To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.		

