	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autum n 1	<ul> <li>Maintaining healthy lifestyle</li> <li>How set simple yet challenging goals</li> <li>Vocabulary to describe feelings</li> <li>Process of growing from young to old</li> <li>What to do if worried</li> <li>Understand shared responsibilit y</li> </ul>	Year 2 Health and Wellbeing  Importance and how to maintain hygiene Simple strategies for managing feelings Simple disease prevention Rules for keeping safe: online, road, cycle safety Importance of respecting others' privacy	<ul> <li>Positive and negative effects on physical, mental and emotional health</li> <li>Balanced lifestyle</li> <li>Learning about images in media</li> <li>How to overcome conflicting emotions</li> <li>Reducing risk of spreading bacteria</li> <li>Understanding peer</li> </ul>	<ul> <li>Positive and negative effects on physical, mental and emotional health</li> <li>Balanced lifestyle</li> <li>Learning about images in media</li> <li>How to overcome conflicting emotions</li> <li>Reducing risk of spreading bacteria</li> <li>Understanding peer</li> </ul>	<ul> <li>Responsible use of mobile phones</li> <li>Strategies for keeping safe online, protecting personal information</li> <li>Human reproductio n/puberty</li> <li>School rules about health and safety including basic emergency first aid.</li> <li>Increasing independenc e whilst</li> </ul>	<ul> <li>Responsible use of mobile phones</li> <li>Strategies for keeping safe online, protecting personal information</li> <li>Human reproductio n/puberty</li> <li>School rules about health and safety including basic emergency first aid.</li> <li>Increasing independenc e whilst</li> </ul>
	TM: class discussions, group	TTD 6	pressure and how to	pressure and how to	e whilst staying safe	staying safe
	work and presenting discussions, question and	TM: class discussions, pair work on what rules to establish,	resist	resist	TM: class discussion, link	TM: class discussion, link with IT classes about online
	answer time	carousel on PPE.	TM: class discussions,	TM: class discussions,	with IT classes about online	safety, quizzes and questionnaires on

	AO: teacher assessment	AO: teacher assessment	sharing circles, carousel on bacteria/virus prevention  AO: teacher assessment, group work on balanced lifestyle	sharing circles, carousel on bacteria/virus prevention  AO: teacher assessment, group work on balanced lifestyle	safety, quizzes and questionnaires on e-safety, practical class on basic first aid (CPR, emergency contacts)  AO: teacher assessment, end of term quiz on e-safety, self-assessment on work this term.	e-safety, practical class on basic first aid (CPR, emergency contacts)  AO: teacher assessment, end of term quiz on e-safety, self-assessment on work this term.
Autum n 2	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
	<ul> <li>Maintaining healthy lifestyle</li> <li>How set simple yet challenging goals</li> <li>Vocabulary to describe feelings</li> <li>Process of growing from young to old</li> <li>What to do if worried</li> <li>Understand shared responsibilit</li> </ul>	<ul> <li>Importance and how to maintain hygiene</li> <li>Simple strategies for managing feelings</li> <li>Simple disease prevention</li> <li>Rules for keeping safe: online, road, cycle safety</li> <li>Importance of</li> </ul>	<ul> <li>Positive and negative effects on physical, mental and emotional health</li> <li>Balanced lifestyle</li> <li>Learning about images in media</li> <li>How to overcome conflicting emotions</li> <li>Reducing risk of</li> </ul>	<ul> <li>Positive and negative effects on physical, mental and emotional health</li> <li>Balanced lifestyle</li> <li>Learning about images in media</li> <li>How to overcome conflicting emotions</li> <li>Reducing risk of</li> </ul>	<ul> <li>Responsible use of mobile phones</li> <li>Strategies for keeping safe online, protecting personal information</li> <li>Human reproductio n/puberty</li> <li>School rules about health and safety including basic emergency</li> </ul>	<ul> <li>Responsible use of mobile phones</li> <li>Strategies for keeping safe online, protecting personal information</li> <li>Human reproductio n/puberty</li> <li>School rules about health and safety including basic emergency</li> </ul>

	TM: class discussions, group work and presenting discussions, question and answer time  AO: teacher assessment	respecting others' privacy  TM: class discussions, pair work on what rules to establish, carousel on PPE.  AO: teacher assessment	spreading bacteria • Understandi ng peer pressure and how to resist  TM: class discussions, sharing circles, carousel on bacteria/virus prevention  AO: teacher assessment, group work on balanced lifestyle	spreading bacteria • Understandi ng peer pressure and how to resist  TM: class discussions, sharing circles, carousel on bacteria/virus prevention  AO: teacher assessment, group work on balanced lifestyle	first aid.  Increasing independence whilst staying safe  TM: class discussion, link with IT classes about online safety, quizzes and questionnaires on e-safety, practical class on basic first aid (CPR, emergency contacts)  AO: teacher assessment, end of term quiz on e-safety, self-assessment on work this term.	first aid. Increasing independenc e whilst staying safe  TM: class discussion, link with IT classes about online safety, quizzes and questionnaires on e-safety, practical class on basic first aid (CPR, emergency contacts)  AO: teacher assessment, end of term quiz on e-safety, self-assessment on work this term.
Spring 1	Relationships  • How to communicat e feelings and how behaviour	• Share opinions and how to have a constructive	• What is a positive and healthy relationship ? - how to	• What is a positive and healthy relationship ? - how to	<ul> <li>Conflict         resolution         and         negotiation         strategies</li> </ul>	• Conflict resolution and negotiation strategies

affects	discussion	maintain	maintain	<ul> <li>Differences</li> </ul>	<ul> <li>Differences</li> </ul>
others	How to	positive	positive	and	and
<ul> <li>Difference</li> </ul>	listen and	relationship	relationship	similarities	similarities
between	work	s	S	in people	in people
secrets and	together	<ul> <li>Identify</li> </ul>	<ul> <li>Identify</li> </ul>	including	including
surprises -	<ul> <li>Simple</li> </ul>	different	different	those	those
not to keep	constructive	types of	types of	protected	protected
secrets if	feedback	relationship	relationship	under	under
they feel	<ul> <li>Judging</li> </ul>	<ul> <li>When and</li> </ul>	<ul> <li>When and</li> </ul>	Equality Act	Equality Act
anxious	acceptable	when not to	when not to	<ul> <li>Distinction</li> </ul>	<ul> <li>Distinction</li> </ul>
about it	and	keep a	keep a	between	between
<ul> <li>Distinguish</li> </ul>	unacceptabl	secret or	secret or	bullying and	bullying and
between fair	e physical	break a	break a	discriminati	discriminati
and unfair,	contact and	confidence	confidence	on and how	on and how
kind and	who to talk	How to	How to	to handle	to handle
unkind,	to	listen and	listen and	<ul> <li>Recognise</li> </ul>	<ul> <li>Recognise</li> </ul>
right and	<ul> <li>Recognise</li> </ul>	respond	respond	and	and
wrong	differences	respectfully,	respectfully,	challenge	challenge
	between	raise their	raise their	stereotypes	stereotypes
	teasing and	own views	own views	<ul> <li>Identify</li> </ul>	<ul> <li>Identify</li> </ul>
	bullying	and	and	personal	personal
TM: class	• How to	constructive	constructive	boundaries	boundaries
discussions, group	handle	ly dispute	ly dispute	and respect	and respect
work and	bullying	others.	others.	others.	others.
presenting					
discussions,				TM: class	
question and				discussions and	
answer time	TM: class	TM: class	TM: class	learning	TM: class
	discussions, pair	discussions,	discussions,	differences	discussions and
	work on what rules	question and	question and	between	learning
	to establish, mix	answer time for	answer time for	constructive	differences
AO: teacher	and match	any concerns	any concerns	feedback and	between
assessment	exercise to	children might	children might	criticism, carousel	constructive
	understand	have.	have.	on stereotypes and	feedback and
	differences			how to overcome	criticism, carousel
	between types of				on stereotypes and
	bullying				how to overcome
		AO: teacher	AO: teacher		

		AO: teacher assessment	assessment on class discussions and how pupils responded to one another.	assessment on class discussions and how pupils responded to one another.	AO: teacher assessment, self- assessment on topic discussed, peer assessment on boundaries topic	AO: teacher assessment, self- assessment on topic discussed, peer assessment on boundaries topic
Spring 2	<ul> <li>How to communicat e feelings and how behaviour affects others</li> <li>Difference between secrets and surprises – not to keep secrets if they feel anxious about it</li> <li>Distinguish between fair and unfair, kind and unkind, right and wrong</li> </ul>	Share opinions and how to have a constructive discussion     How to listen and work together     Simple constructive feedback     Judging acceptable and unacceptable e physical contact and who to talk to     Recognise differences between teasing and	<ul> <li>What is a positive and healthy relationship? - how to maintain positive relationship s</li> <li>Identify different types of relationship</li> <li>When and when not to keep a secret or break a confidence</li> <li>How to listen and respond respectfully, raise their own views</li> </ul>	<ul> <li>What is a positive and healthy relationship? - how to maintain positive relationship s</li> <li>Identify different types of relationship</li> <li>When and when not to keep a secret or break a confidence</li> <li>How to listen and respond respectfully, raise their own views</li> </ul>	Conflict resolution and negotiation strategies     Differences and similarities in people including those protected under Equality Act     Distinction between bullying and discriminati on and how to handle     Recognise and challenge stereotypes     Identify	Conflict resolution and negotiation strategies     Differences and similarities in people including those protected under Equality Act     Distinction between bullying and discriminati on and how to handle     Recognise and challenge stereotypes     Identify

	TM: class discussions, group work and	bullying • How to handle bullying	and constructive ly dispute others.	and constructive ly dispute others.	personal boundaries and respect others.	personal boundaries and respect others.
	presenting discussions, question and answer time  AO: teacher assessment	TM: class discussions, pair work on what rules to establish, mix and match exercise to understand differences between types of bullying	TM: class discussions, question and answer time for any concerns children might have.	TM: class discussions, question and answer time for any concerns children might have.	TM: class discussions and learning differences between constructive feedback and criticism, carousel on stereotypes and how to overcome	TM: class discussions and learning differences between constructive feedback and criticism, carousel on stereotypes and how to overcome
		AO: teacher assessment	AO: teacher assessment on class discussions and how pupils responded to one another.	AO: teacher assessment on class discussions and how pupils responded to one another.	AO: teacher assessment, self- assessment on topic discussed, peer assessment on boundaries topic	AO: teacher assessment, self- assessment on topic discussed, peer assessment on boundaries topic
Summe r 1	Living in the Wider World  • How to contribute to school life • How to construct group, class and school	Living in the Wider World  • What helps and harms local environment • Introduction to concept of money	Living in the Wider World  • Discussions about topics and issues which concern them • Difference	Living in the Wider World  • Discussions about topics and issues which concern them • Difference	Living in the Wider World  • Understand range of national, regional, religious and ethnic identities in	Living in the Wider World  • Understand range of national, regional, religious and ethnic identities in

rules and understand how these rules help • Understandi ng basic rights and responsibilit ies • Their belonging to different groups inside and outside school  TM: class discussions, group work and presenting discussions, question and answer time	and its purposes - concepts of spending and saving • How we are all unique • How to help those in need in our society  TM: class discussions, pair work on what rules to establish, practical class demonstration with objects priced and children handle fake money.	between rules and laws and why they are made. Understandi ng context of a situation Basic human rights - United Nations Declaration Cultural practices which are against british law and human rights Recognise consequence s of bullying/disc rimination Different	between rules and laws and why they are made. Understandi ng context of a situation Basic human rights - United Nations Declaration Cultural practices which are against british law and human rights Recognise consequence s of bullying/disc rimination Different	<ul> <li>UK</li> <li>Look at the customs and values of people living elsewhere</li> <li>Basic understanding of financial concepts: tax, debt, loan</li> <li>Critique how media presents information  - understand role of social media</li> <li>What misrepresen tation is</li> </ul>	<ul> <li>UK</li> <li>Look at the customs and values of people living elsewhere</li> <li>Basic understanding of financial concepts: tax, debt, loan</li> <li>Critique how media presents information – understand role of social media</li> <li>What misrepresen tation is</li> </ul>
AO: teacher assessment	AO: teacher assessment, mind map on self and uniqueness	types of responsibilit ies in different areas.  TM: class discussions on concerns, multicultural week - students share	types of responsibilit ies in different areas.  TM: class discussions on concerns, multicultural week - students share	TM: sort definitions with financial terminology, link with ICT classes on social media and how to protect self whilst online.	TM: sort definitions with financial terminology, link with ICT classes on social media and how to protect self whilst online.

			any customs or values in their family, sort activity on what are and are not human rights.	any customs or values in their family, sort activity on what are and are not human rights.	AO: teacher assessment, quiz on concepts and definitions studied	AO: teacher assessment, quiz on concepts and definitions studied
			AO: teacher assessment, student presentations on their chosen country for multicultural week	AO: teacher assessment, student presentations on their chosen country for multicultural week		
Summe r 2	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
	<ul> <li>How to contribute to school life</li> <li>How to construct group, class and school rules and understand how these rules help</li> <li>Understanding basic rights and responsibilit ies</li> <li>Their</li> </ul>	<ul> <li>What helps and harms local environment</li> <li>Introduction to concept of money and its purposes - concepts of spending and saving</li> <li>How we are all unique</li> <li>How to help those in need in our</li> </ul>	<ul> <li>Discussions about topics and issues which concern them</li> <li>Difference between rules and laws and why they are made.         Understanding context of a situation     </li> <li>Basic human</li> </ul>	<ul> <li>Discussions about topics and issues which concern them</li> <li>Difference between rules and laws and why they are made.         <ul> <li>Understanding context of a situation</li> <li>Basic human</li> </ul> </li> </ul>	<ul> <li>Understand range of national, regional, religious and ethnic identities in UK</li> <li>Look at the customs and values of people living elsewhere</li> <li>Basic understanding of financial</li> </ul>	<ul> <li>Understand range of national, regional, religious and ethnic identities in UK</li> <li>Look at the customs and values of people living elsewhere</li> <li>Basic understanding of financial</li> </ul>

AO: teacher assessment mind map on self and uniqueness responsibilit assessment areas. responsibilit responsibilit ies in different areas. responsibilit ies in different areas. definitions with definitions with financial terminology, link with ICT classes on social media and social media and	TM: class discussion work and presentin discussion question a answer time.	work on what rule to establish, practical class demonstration with objects price and children handle fake money.  AO: teacher assessment, mind map on self and	against british law and human rights • Recognise consequence s of bullying/disc rimination • Different types of responsibilit ies in different areas.  TM: class discussions on concerns, multicultural week	ies in different areas.  TM: class discussions on concerns, multicultural week	financial terminology, link with ICT classes on social media and how to protect self	financial terminology, link with ICT classes or social media and how to protect self
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assessment, student presentations on their chosen country for multicultural week  assessment, student presentations on their chosen country for multicultural week	
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