|  |  |  |
| --- | --- | --- |
|   | **Year 1**  | **Year 2**  |
| **Autumn 1**  | **Being Healthy**  | **Drug Education**  |
| **Autumn 2**  | **Relationships**  | **Growing Up**  |
| **Spring 3**  | **Exploring Emotions**  | **Changes**  |
| **Spring 4**  | **Difference and Diversity**  | **Being Me**  |
| **Summer 5**  | **Being Responsible**  | **Money Matters**  |
| **Summer 6**  | **Bullying Matters**  | **Being Safe**  |

PSHE in the Garden Class is run on a two year rolling scheme. This ensures that children have covered all of the topics ready for Key Stage 2.

PSHE in the Meadow Class is ran on a two year rolling scheme. This ensures that children have covered all of the topics in lower Key Stage 2 and Upper Key Stage 2 ensuring they are ready to progress to Secondary school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **Year A**  | **Year B**  | **Year C**  | **Year D** |
| **Autumn 1** | Being Safe | Bullying Matters | Being Safe | Bullying Matters |
| **Autumn 2** | Being Healthy | Exploring Emotions | Being Healthy | Exploring Emotions |
| **Spring 3** | Difference and Diversity | Being Responsible | Difference and Diversity | Being Responsible |
| **Spring 4** | Drug Education | Money Matters | Drug Education | Money Matters |
| **Summer 5** | Being Me | Changes | Being Me | Changes |
| **Summer 6** | Relationships | Growing Up | Relationships | Growing Up |

**Being Healthy**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| • Knows about healthy food choices? • knows the signs of physical exercise and understand that exercise is good for us • Can manage to use the toilet by self? • Can wash and dry my hands independently and know why this is important • Can talk about the value of sleep• knows about the importance of cleaning teeth | **Factors of a Healthy Lifestyle**Children are beginning to meet the end of year 2 objectives.**Hygiene, Health and Prevention**Children are beginning to meet the end of year 2 objectives. | **Factors of a Healthy Lifestyle**Explore what ‘being healthy’ means andwhy it is important.• Understand that food is necessary to keepour bodies healthy.• Identify that food choices can vary forfamilies/cultures.• Name/describe different physicalactivities and identify ones they enjoy.• Explain how physical activity can help usto stay healthy.• Understand that sleep and relaxationare important for growing and keepinghealthy.• Talk about healthy ways to feel good,calm down or change their mood.Children will explore the role of medicines and how these are used.They will understand that household products including medicines, can be harmful if not used properly. **Hygiene, Health and Prevention**Demonstrate how to brush teeth.• Explain what good dental care isunderstanding the foods/drinks thatsupport it.• Demonstrate simple hygiene routinesthat stop germs from spreading.• Begin to recognise different ways ofstaying healthy in the sun.• Understand what it means to take a breakand how this is important for our health. | **Factors of a Healthy Lifestyle**Children are beginning to meet the end of year 4 objectives.**Hygiene, Health and Prevention**Children are beginning to meet the end of year 4 objectives. | **Factors of a Healthy Lifestyle**Explain what a healthy lifestyle is and whyit is important.• Understand what a healthy, balanced dietmay include.• Understand what an informed choice is.• Identify opportunities for physical activitywithin their everyday lives.• Describe some consequences of beingphysically inactive, on the mind and body.• Identify routines that support goodquality sleep.• Explore strategies and behaviours thatsupport mental health.**Hygiene, Health and Prevention**Explain what good dental health means,including how to brush and floss.• Identify the effects of different foods/drinks on the teeth.• Identify the everyday hygiene routinesthat can limit the spread of infection.• Identify the benefits/risks of sunexposure.• Describe how the five ways to wellbeingcan be used as a tool to help keep ahealthy balance. | **Factors of a Healthy Lifestyle**Children are beginning to meet the end of year 6 objectives.**Hygiene, Health and Prevention**Children are beginning to meet the end of year 6 objectives. | **Factors of a Healthy Lifestyle**Identify things that can affects someone’sphysical/mental health.• Explain what constitutes a healthy dietand the risks associated with not havingone.• Reflect on what may influence our choicesto have a balanced lifestyle.• Identify what good physical health meansand how to seek help if they are worriedabout their health.• Recognise habits that can have both positive/negative effects on a healthy lifestyle.• Understand routines/strategies thatsupport good quality sleep; the effects oflack of sleep.• Identify strategies and behaviours thatsupport mental health.**Hygiene, Health and Prevention**Identify the everyday routines thatimprove dental health.• Identify the everyday routines/habits thatcan limit the spread of infection.• Understand the wider importance ofpersonal hygiene and how to maintain it.• Explain how to keep safe from sun damageand reduce the risk of skin cancer.• Identify the benefits of the internet andstrategies for managing/balancing timeonline/offline. |
| **Subject Specific Vocabulary** |
| Hydration, hygiene, sleep, clean, healthy, washing, teeth | Healthy, lifestyle, like, dislike, consequences, goals, hygiene, prevent, spread, germs | Physical, mental, emotional, health, balanced, lifecycle, informed, choice, influence,goal | Physical, mental, health, balanced, lifestyle, informed, choice, goal, habit |

**Relationships**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| -Can listen to what others say-works together with others to solve a problem-Forms relationships with adults and other children- can play cooperatively and be a good winner and loser | **Friendships**Children are beginning to meet end of year 2 objectives.**Families**Children are beginning to meet end of year 2 objectives. | **Friendships**Explain what makes a good friend/friendship.• Talk about some ways to make friends.• Explain basic techniques for resistingpressure.• Recognise kind and unkind behaviour.• Name the special people in their lives.• Resolve conflict in simple ways e.g.choosing to share, take turns, etc.• Tell someone if you are worried aboutsomething in a relationship/family.**Families**Talk about some ways that their family isthe same or different to others.• Describe some things they enjoy doingwith their family and how it makes themfeel. | **Friendships**Children are beginning to meet end of year 4 objectives.**Families**Children are beginning to meet end of year 4 objectives. | **Friendships**Identify what makes a positive healthyor unhealthy friendship.• Identifying strategies to build friendships.• Understand the difference betweenpersuasion, influence and pressure.• Explain how kindness can supportwellbeing.• Recognise there are different types ofrelationships.• Explain what can cause argumentswith friends and describe some ways toresolve them.• Recognise the importance of asking forhelp if we feel worried, lonely or excluded.**Families**Recognise that there are different types offamily structures.• Explain what it means to be part of afamily. | **Friendships**Children are beginning to meet end of year 6 objectives.**Families**Children are beginning to meet end of year 6 objectives. | **Friendships**Reflect on what the qualities of a goodfriendship/relationship are and are not.• Identify and apply strategiesthat support healthy friendships.Use strategies to manage peer influenceand the need for peer approval.• Explore what a loving caring relationshipmeans.• Understand what marriage and civilpartnership means.• Understand that forced marriage is a crime.• Use strategies to positively resolvedisputes and reconcile differences infriendships.• Explain when and how to seek advice iffamily, friendship or relationships makethem unhappy through a range of options.**Families**Explore and respect that there aredifferent family structures in society.• Reflect on how being part of a familyprovides stability and love. |
| **Subject Specific Vocabulary** |
| Friends, family, kind, unkind, happy, give, wish, relationship, turn taking, feelings | Kind, unkind, fair, unfair, right, wrong, friend, relationship, friendly, kindness | Relationship, healthy, positive, unhealthy, support, personal, boundaries, respectfully, secret, confidence, compromise, privacy | Relationship, unhealthy, acquaintances, friends, families, relatives, marriage, civil partnership, confidentiality, conception |

**Exploring Emotions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| • Can name some of my feelings • Notice how some of my feelings,feel in my body • Can talk about my feelings • knows that own actions can affect others• Takes account of what others say • Recognise it is important to be kind to others • Know that some behaviour is unacceptable | **Exploring Emotions**Children are beginning to meet end of year 2 objectives.**Managing Emotions**Children are beginning to meet end of year 2 objectives.  | **Exploring Emotions**Name a range of words to describefeelings.• Understand that all feelings are ok.• Understand that feelings can affect howour bodies feel and behave.Recognising Emotions• Explore how to recognise differentfeelings.• Talk about how we recognise what othersmight be feeling.• Understand that not everyone feels thesame about the same things.**Managing Emotions**• Talk about ways to manage big anduncomfortable feelings.• Identify who they can ask for help and candemonstrate how to ask for help. | **Exploring Emotions**Children are beginning to meet end of year 4 objectives.**Managing Emotions**Children are beginning to meet end of year 4 objectives. | **Exploring Emotions**Use a wider vocabulary to describe howthey feel.• Describe feelings that can becomfortable/uncomfortable.• Recognise that feelings can differ inintensity.Recognising EmotionsExplore how everyday things can affecthow we think, feel and behave.• Describe what supports good mental/physical health.• Identify that not everyone feels the sameabout the same things.**Managing Emotions**Identify strategies that they could use torespond to feelings, including intense oruncomfortable feelings.• Understand the importance of notbottling up how you are feeling.• Understand the importance of askingfor help if feelings become toouncomfortable.• Explain how they can access help. | **Exploring Emotions**Children are beginning to meet end of year 6 objectives.**Managing Emotions**Children are beginning to meet end of year 6 objectives. | **Exploring Emotions**Use a varied vocabulary when talkingabout feelings.• Understand that sometimes we can haveconflicting feelings.• Explain that feelings can change overtime and range in intensity.Recognising EmotionsUnderstand that feelings can impact ourmental and physical health.• Recognise the importance of taking careof mental health and wellbeing.• Discuss the signs that someone may bestruggling with their mental health.**Managing Emotions**Identify strategies that they could use torespond to feelings, including conflictingfeelings.• Record strategies and behaviours thatsupport mental health and wellbeing.• Explain how to seek support forthemselves and others. |
| **Subject Specific Vocabulary** |
| Emotions, rules, behaviour, fair, worry, truth, brave, anger, jealousy | Feelings, emotions, communication, behaviour, happy, scared, angry, lonely, excited, frustrated | Emotions, actions, strategies, dispute, feelings, intensity, conflict | Feelings, strategies, resolve, disputes, emotional, intensity, conflicting, emotions |

**Difference and Diversity**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| • Recognise that people have different beliefs and celebrate special times. in different ways. • Recognise some environments that are different from the one in which they live• Recognise similarities and differences in different contexts• builds positive relationships with adults and children • Initiates play, inviting others to join in | **Similarities and Differences**Children are beginning to meet end of year 2 objectives.**Respecting Others**Children are beginning to meet end of year 2 objectives. | **Similarities and Differences**Recognise ways they are the same as anddifferent to others.• Talk about some ways that they arespecial.• Express their thought and opinions andrecognise that others can be different.**Respecting Others**Talk about some ways to treat themselvesand others with kindness.• Know what it means if something is fairor unfair. | **Similarities and Differences**Children are beginning to meet end of year 2 objectives.**Respecting Others**Children are beginning to meet end of year 2 objectives. | **Similarities and Differences**Discuss a range of the similarities/differences between people.• Explore what contributes to who we are.• Listen actively to others’ views and explorehow they are the similar or different totheir own.**Respecting Others**Recognise the importance of self-respectand demonstrate ways to respect others.• Recognise and challenge stereotypes.• Explain the concept of being equal. | **Similarities and Differences**Children are beginning to meet end of year 2 objectives.**Respecting Others**Children are beginning to meet end of year 2 objectives. | **Similarities and Differences**Reflect on diversity and what it means; thebenefits of living in a diverse community.• Recognise their individuality and identifytheir personal qualities.• Understand that their views and opinionscome from their different backgrounds andexperiences.• Model how to discuss or debaterespectfully.**Respecting Others**• Explain the importance of having respectand compassion for self and others.• Recognise how stereotypes areperpetuated and have some strategies tochallenge positively.• Identify different types of discriminationand recognise the impact they can have.• Understand that there are laws aboutdiscrimination so that we can live in a fairsociety. |
| **Subject Specific Vocabulary** |
| different, unique, special, proud, diverse, opinion, respect, same, similar, equal | Different, unique, special, proud, diverse, opinion, respect, same, similar | Respectfully, differences, similarities, equal, discrimination, consequences, stereotypes, challenging, preconceptions, diversity,  | Discrimination, consequences, stereotypes, challenge, sex,gender identity, sexual orientation, transitioning, gender dysphoria, lesbian, gay, hetrosexual, trans/ transgender |

**Being Responsible**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| •Knows what good manners and demonstrates them • Knows the importance of washing my hands and catching my sneezes• Can understand that recycling is a responsible thing to do and knows what can be recycled• recognise that actions affect other people • can talk about point of view? | **Rules and Responsibilities**Children are beginning to meet end of year 2 objectives. **Community and Care**Children are beginning to meet end of year 2 objectives.  | **Rules and Responsibilities**Understand what a rule is and that wefollow rules to help each other.• Understands that rules need be fair.• Give examples of rules from differentsituations. Identify simple responsibilitiesthey have.• Describe some simple ways to managewaste.**Community and Care**Recognise that people have differentneeds.• Describe some ways to care for people,animals and other living things. | **Rules and Responsibilities**Children are beginning to meet end of year 4 objectives. **Community and Care**Children are beginning to meet end of year 4 objectives.  | **Rules and Responsibilities**Explain why rules and laws are important.Explore the consequences of not havingrules and laws or of breaking them.• Describe some basic human rights.• Understand that rights come withresponsibilities.• Describe what climate change is andsome ways we can all help to reduce theeffects.**Community and Care**Explore what is meant by a communityand the differences between needs andwants within a community.• Explore and identify the welfare needs ofanimals and humans. | **Rules and Responsibilities**Children are beginning to meet end of year 6 objectives. **Community and Care**Children are beginning to meet end of year 6 objectives.  | **Rules and Responsibilities**Explore how law protects our rights andhow to respond respectfully if somethingis not within the law.• Recognise that human rights are there toprotect everyone.• Understand the relationship betweenrights and responsibilities, providingexamples.• Explain the importance of protecting theenvironment and set personal everydayactions.**Community and Care**Recognise how we can support otherswithin a community.• Identify diversity within a community andexplore how we can celebrate this.• Recognise the importance of havingcompassion towards others and explainhow to show care and concern. |
| **Subject Specific Vocabulary** |
| Manners, kindness. respect,rules, right, wrong, fair unfair | Different, consequence, fair, unfair, right, wrong, share, choice, responsibilities, reduce, reuse, recycle | Topical, human rights, responsibilities, duties, community, respect, debate, decisions | Debate, topical issues, human rights, British law, cultural practices, responsibilities, point of view, community, law, democracy |

**Bullying Matters**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| • Can explain in what ways they are unique and special • understands why kindness to others is important• Knows what bullying means and understands that bullying is wrong• Can explain how people can be unkind to others? | **About Bullying**Children are beginning to meet end of year 2 objectives.**Strategies and Support**Children are beginning to meet end of year 2 objectives.  | **About Bullying**Explore what is bullying and what is not.• Recognise kind and unkind behaviour inthemselves and others.• Identify that bodies and feelings can behurt by words and actions.• Understand that hurtful behaviour is notacceptable.**Strategies and Support**Explore simple strategies to resolvearguments between friends.• Understand how to report bullying andwho they can talk to. | **About Bullying**Children are beginning to meet end of year 4 objectives.**Strategies and Support**Children are beginning to meet end of year 4 objectives.  | **About Bullying**Describe different types of bullyingincluding the role of a bystander.• Recognise that our behaviour can affectothers.• Identify how the body may react tounhappy or uncomfortable feelings.• Explain the consequences of hurtful/bullying behaviour and understandneither are acceptable.**Strategies and Support**Explain positive strategies they can use ifsubject to bullying or hurtful behaviouron or offline.• Recognise the importance of seekingsupport and identify how they might dothis. | **About Bullying**Children are beginning to meet end of year 6 objectives.**Strategies and Support**Children are beginning to meet end of year 6 objectives.  | **About Bullying**Explain what direct, indirect andcyberbullying means.• Identify when banter or other behaviourbecomes unkind.• Analyse ways to identify and manageuncomfortable feelings online/offline.• Explore the impact and consequences ofbullying and discrimination, identifyingpositive ways to challenge it.**Strategies and Support**Identify positive strategies that may helpto resolve disputes in friendships.• Describe some barriers to accessingsupport.• Recognise the importance of seekingsupport if feeling lonely, excluded orunsafe. |
| **Subject Specific Vocabulary** |
| Right, wrong, bullying, fair, unfair,  | Different, similar, bullying, opposites, included, excluded, kind, unkind, bully, victim, accident, purpose | Consequences, difference, similarities, bullying, cyber bullying, trolling, prejudice, aggressive, behaviour, discrimination | Strategies, differences, similarities, factors, consequences, discrimination, prejudice, trolling, abuse,aggressive |

**Drug Education**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| Understands what is safe and unsafe to eat/ drink • Knows what medicine is and how it should be used safely • Talks about ways to keep myself healthy • Is able to ask for help if needed. | Children are beginning to meet end of year 2 objectives. | Explore the role of medicines (use whenwe are ill/ prevent illness/ manage acondition.)• Understand that household products,including medicines, can be harmful if notused properly.Explore that medicines come in differentforms and are used in different ways.• Understand that things that people putinto their body or on their skin can affecthow they feel.• Talk about some simple rules for stayingsafe around medicines and otherhousehold substances/products.• Identify people that they can go to if theyare ill, worried | Children are beginning to meet end of year 4 objectives. | Describe the different purposes thatmedicines have.• Explain the importance of takingmedicines correctly and using householdproducts safely.Describe risk in relation to the use ofmedicines/household products, andsuggest what action to take to helpprevent or minimise harm.• Explore the possible risks andconsequences of using/misusing legaldrugs/ household products in everydaysituations.• Identify a circle of support and how to askfor help.• Demonstrate what to do in an emergencysituation. | Children are beginning to meet end of year 6 objectives. | Understand that there are rules and lawssurrounding the use of medicines, drugsand household products.• Reflect on the risks/effects that legaldrugs common to everyday life can haveon health.Describe some ways in which alcohol,tobacco and other substances can affectthe body/decision making.• Explain why some substances are harmfulfor growing bodies.• Analyse mixed messages in the mediarelating and recognise how they mightinfluence opinions/behaviour.• Identify a range of strategies to bettermanage situations involving peerinfluence/approval.• Research reliable sources of information/support for children/adults affected bytheir own or someone else’s drug use. |
| **Subject Specific Vocabulary** |
| Rule, right, wrong, medicine,sleep, worried | Physical, mental, emotional, health, drugs, medicines, harmful, safe, responsible, products | Medicine, consequence, harmful, safe, informed, choice, risk, predict, assess | Habit, drug, risk, effect, influence, pressure, emergency |

**Growing Up**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| Can ask for help and help others • knows that babies grow into adults •knows the difference between young and old • can talk about what we need to grow •Recognises how young and old are similar and different | **Growing and Changing**Children are beginning to meet end of year 2 objectives.**Privacy, Boundaries and Consent**Children are beginning to meet end of year 2 objectives. | **Growing and Changing**Name the main parts of the bodyincluding vagina and penis.• Recognising the difference between maleand female body parts.• Understand the human life cycle and thatpeople grow from young to old.• Describe ways that people’s needs andbodies change as they grow.• Talk about some ways to keep clean.• Understand that babies grow in themothers’ body and have particular needswhen they are born.• Recognise what makes them special andunique.**Privacy, Boundaries and Consent**Understand that some parts of the bodyare private.• Identify different types of touch and howthey make people feel.• Understand the difference between happysurprises and secrets that make them feeluncomfortable or worried and how to gethelp. | **Growing and Changing**Children are beginning to meet end of year 4 objectives.**Privacy, Boundaries and Consent**Children are beginning to meet end of year 4 objectives. | **Growing and Changing**Name external genitalia and somereproductive organs including penis, vagina,testicles, womb, umbilical cord, ovaries.• Understand the processes of reproductionand birth as part of the human life cycle –that babies start from an egg and sperm.• Explore physical and emotional changesthat happen during puberty.• Explain how daily hygiene helps to reducethe spread of infection.• Explain how adults care for a baby duringand after pregnancy.• Recognising that individuality and personalqualities contribute to who we are.**Privacy, Boundaries and Consent**Explain what is meant by privacy andpersonal boundaries.• Recognise uncomfortable/comfortablebehaviour online/offline.• Know when it is right to break or keep aconfidence or share a secret. Know howto ask for help. | **Growing and Changing**Children are beginning to meet end of year 6 objectives.**Privacy, Boundaries and Consent**Children are beginning to meet end of year 6 objectives. | **Growing and Changing**Identify the external genitalia and internalreproductive organs and how the processof puberty relates to human reproduction.• Explain the how babies are conceived,born and cared for.• Identify the physical and emotional changes thathappen when approaching/during puberty.• Know some key facts about menstruation.• Identify the importance of keeping cleanand how to maintain personal hygienewhilst growing and changing.• Reflect on the responsibilities of being aparent or carer and how having a babychanges someone’s life.• Identify and value personal strengths,skills, achievements and interests.**Privacy, Boundaries and Consent**Understand what consent means andhow to seek and give/not give permissionin different situations.• Analyse when behaviour includingphysical touch is acceptable,unacceptable, wanted or unwanted indifferent situations.• Respond appropriately if someone asksyou to keep a secret that makes you feeluncomfortable. Identify who to ask forhelp. |
| **Subject Specific Vocabulary** |
| Independent, resilient, perseverance, confident, likes, dislikes, babies, toddlers, teenagers, grown ups | Different, unique, similar, privacy, consent, physical contact, respect, safe, help | Media, reality, changes, feelings, hygiene, protect, period, personal space, lifecycle, stereotypes | Hygiene, pressure, influences, changes, puberty, reproduction, relationship, emotional changes, physical changes |

**Changes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| •Can identify changes E.g. When the caterpillar changes to a chrysalis. • Talk about changes: How are things different? How are things similar How things stay the same? • Recognise how I feel about changes? • Can identify patterns in the changes •Adapt to changes that happen • Can understand and talk about why some changes happen or need to happen | **About Loss and Change**Children are beginning to meet end of year 2 objectives. **Managing Loss and Change**Children are beginning to meet end of year 2 objectives.  | **About Loss and Change**Identify examples of loss and change.• Begin to recognise that loss and changecan affect the way we think, feel andbehave.• Understand that changes can produce bigfeelings.**Managing Loss and Change**Identify feelings associated with loss andchange.• Recognise some simple ways to preparefor change/transition.• Identifying different things that may helpto manage big feelings.• Talk about some ways to help otherswhen they are affected by change.• Know that it is important to talk tosomeone if you are worried.• Identify people who can help us if we feelworried/unhappy. | **About Loss and Change**Children are beginning to meet end of year 2 objectives. **Managing Loss and Change**Children are beginning to meet end of year 2 objectives. | **About Loss and Change**Recognise that loss/change are a normalpart of life.• Describe how change and loss, can affectfeelings, thoughts and behaviours.• Recognise that feelings associated withloss/change can change over time andrange in intensity.**Managing Loss and Change**Use a varied vocabulary when talking aboutfeelings associated with loss and change.• Identify self-help strategies and theimportance of support when preparingfor change/transitions.• Describe everyday things that affectfeelings and understand the importanceof expressing feelings.• Develop some ways of responding toothers and showing support if they areaffected by loss/change.• Know why it is important to talk aboutour feelings and not bottle them up.• Know who to talk to if you are worried orhave strong feelings. | **About Loss and Change**Children are beginning to meet end of year 2 objectives. **Managing Loss and Change**Children are beginning to meet end of year 2 objectives. | **About Loss and Change**Explore that loss, bereavement andchange are part of the human life cycle.• Understand that change and loss, includingdeath, can create feelings and behavioursthat are not the same for everyone.• Recognise that internal conflictingemotions can be normal when dealingwith loss and change.**Managing Loss and Change**Describe a range of emotions andintensities associated with loss and change.• Identify problem solving strategies tomanage transitions between classes andkey stages.• Identify strategies to respond to feelings,including intense or conflicting feelings.• Recognising the signs when someonemay be struggling and understand how toseek support.• Explore some barriers to asking for helpand some ways to address them.• Know who to talk to and where to go forhelp. |
| **Subject Specific Vocabulary** |
| Change, grow, life cycle, plant, animal, different, similar, season, world, weather | Change, loss, feelings, growing, old, young, help, emotions | Feelings, emotions, intensity, change, conflicting | Intensity, feelings, emotions, change, transitions, loss, separation, divorce, bereavement |

**Being Me**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| • Can talk about what they like and dislike •Identify similarities and differences • Shows confidence to join in new activities • Encourage peers to join in •Perseveres when experiences are difficult• Takes accountant of and responds to what others say | **Being Unique and Special**Children are beginning to meet end of year 2 objectives.**Understanding Similarities and Differences**Children are beginning to meet end of year 2 objectives.**Being Part of a Community**Children are beginning to meet end of year 2 objectives. | **Being Unique and Special**Recognise and share facts aboutthemselves.• Identify their likes and dislikes and whatthey are good at.• Talk about some ways that they arespecial.**Understanding Similarities and Differences**Recognise how friends can have bothsimilarities and differences.• Show some simple ways to respect andcelebrate other’s differences.**Being Part of a Community**Name some groups that they belong to.• Talk about how being part of a groupmakes them feel. | **Being Unique and Special**Children are beginning to meet end of year 4 objectives.**Understanding Similarities and Differences**Children are beginning to meet end of year 4 objectives.**Being Part of a Community**Children are beginning to meet end of year 4 objectives. | **Being Unique and Special**Explore what contributes to who we are.• Identify and talk about their ownstrengths and interests.• Recognise what makes them uniqueand understands that being different issomething to celebrate.**Understanding Similarities and Differences**Identify visible/invisible differencesbetween people.• Explain why it is important to respect andcelebrate the differences and similaritiesbetween people.**Being Part of a Community** Identify the different groups that make uptheir community.• Recognise that they belong to differentcommunities as well as the schoolcommunity.• Describe what is positive about theircommunity and how it supports them. | **Being Unique and Special**Children are beginning to meet end of year 6 objectives.**Understanding Similarities and Differences**Children are beginning to meet end of year 6 objectives.**Being Part of a Community**Children are beginning to meet end of year 6 objectives. | **Being Unique and Special**Identify a range of factors that whatcontributes to our identity.• Express their talents and strengths withconfidence. Set goals for how they wouldlike to develop them.• Explain ways in which they respect andvalue other people’s differences.**Understanding Similarities and Differences**Respect the differences and similaritiesbetween people.• Reflect on how discrimination and ourown behaviour can affect others.**Being Part of a Community**Explain some of the benefits ofcommunities.• Reflect on diversity and what it means.Understand the benefits of living in adiverse community and how we valuediversity within our communities.• Explore how shared events andexperiences can create a strongercommunity. |
| **Subject Specific Vocabulary** |
| Different, unique, special, proud, diverse, same, similar, confident, persevere | Community, family, unique, different, common, similar, special, differences, similarities, groups | Responsibilities, community, identity, respect, similarities, differences | Community, responsibilities, differences, similarities, factors, react, talents, interests |

**Money Matters**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| Can talk about what they see in the local neighbourhood • Talks about and manages own feelings •Explores emotions through play and stories | **Economic Wellbeing**Children are beginning to meet end of year 2 objectives.**Work, Aspirations and Careers**Children are beginning to meet end of year 2 objectives. | **Economic Wellbeing**Understand what money is and itsdifferent forms.• Describe some ways money can be lookedafter.• Recognise that people make differentchoices about how to spend/save money.• Talk about some things we all need andsome things we want but don’t need.**Work, Aspirations and Careers**Know that everyone has differentstrengths and talents, in and out ofschool.• Name some different jobs that people do. | **Economic Wellbeing**Children are beginning to meet end of year 4 objectives.**Work, Aspirations and Careers**Children are beginning to meet end of year 4 objectives. | **Economic Wellbeing**Explain some different ways to pay forthings.• Explain some different ways to keep trackof money.• Identify that people have differentattitudes towards saving/spending.• Recognise that people make spendingdecisions based on needs, wants andpriorities.• Identifying the ways that money canimpact on people’s feelings.• Recognise that people’s spendingdecisions can affect others and theenvironment.**Work, Aspirations and Careers**Recognise positive things aboutthemselves and their achievements.• Identify some of the skills that may helpthem in their future careers. | **Economic Wellbeing**Children are beginning to meet end of year 6 objectives.**Work, Aspirations and Careers**Children are beginning to meet end of year 6 objectives. | **Economic Wellbeing**Understand what a bank account is andhow this is linked to payment.• Understand the risks associated withmoney and ways of keeping money safe• Identify the risks involved in gamblingactivities.• Explain some ways to get help if theyare concerned about gambling or otherfinancial risks.• Reflect on the role that money plays inpeople’s lives, attitudes towards it andwhat influences decisions about spendingand saving.• Identify the impact that having or nothaving money can have on a person’swellbeing.• Explain some ways that money is/can bedistributed to benefit the community.**Work, Aspirations and Careers**Identify how skills can help them withtheir future career.• Identify jobs that they might like to do inthe future.• Discuss their views on how or whysomeone may or may not choose acertain career.• Recognise a variety of routes into careers.• Explore some strategies to challengestereotypes and to understand the impactthis can have on aspirations. |
| **Subject Specific Vocabulary** |
| Feelings, emotions, money, want, need, save, kindness, jobs, community, earn | Money, value, spend, save, share, want, need, bank, safe | Money, charity, voluntary, interest, loan, debt, tax, enterprise | Finance, critical consumer, interest, loans, debt, tax, enterprise, dares, save, borrow |

**Being Safe**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| • Can I ask for help if I need it? • Can I follow rules? • Can I name some behaviours that are unacceptable? • Can I name ways to keep myself safe? • Can I name things that are unsafe and what to do about them? | **Keeping Safe**Children are beginning to meet end of year 2 objectives.**First Aid**Children are beginning to meet end of year 2 objectives. | **Keeping Safe**Explore basic rules for keeping safe onlinee.g. not to share information, whom totell if they see something online that isupsetting, the importance of passwordsand the importance of adult supervision.• Talk about examples of rules and agerestrictions that are there to keep themsafe.• Identifying possible risks/hazards in thehome and outside.• Explore how to keep safe and reduce risksat home and in their local environment.**First Aid**• Recognises what to do if there is anaccident and someone gets hurt. Know tokeep themselves safe first.• Demonstrate how to ask for helpincluding calling 999. | **Keeping Safe**Children are beginning to meet end of year 4 objectives.**First Aid**Children are beginning to meet end of year 4 objectives. | **Keeping Safe**Explain basic strategies to help keepthemselves safe online e.g. passwords,using trusted sites, identifyingmisinformation, sharing information, whoto trust, how to report.• Identifying situations where agerestrictions apply.• Identify and assess risk online/offline.(Including in the home and when playingout).• Discuss ways to reduce risks at home andin the local environment in order to staysafe.**First Aid**Explain what first aid is and demonstratebasic techniques for dealing withcommon injuries such as asthma attacksand bites/stings.• Identify why first aid is importantand demonstrate how to ask for helpincluding calling 999 in an emergency. | **Keeping Safe**Children are beginning to meet end of year 6 objectives.**First Aid**Children are beginning to meet end of year 6 objectives. | **Keeping Safe**Keeping safe online including how to report themisuse of personal information orsharing of upsetting content/images, theimportance of personal responsibility,balancing time online/offline.• Explain reasons for age restrictions/regulations.• Predict, assess and manage risks online andoffline. (Including road and water safety).• Explore how the pressure/excitement inthe moment can affect how we managerisk.**First Aid**Identify hazards that may cause injury.Demonstrate basic first aid techniquesfor dealing with common injuries such asbleeding and choking.• Explain how to respond in an emergency,including when and how to contactdifferent emergency services. |
| **Subject Specific Vocabulary** |
| Safe, help, rules, behaviour, acceptable, unacceptable, unsafe, internet, risk, danger | Hazards, danger, rules, safety, worried, responsibility, privacy, private, secret, community | Informed, choices, risk, independence, safe, help, physically, emotionally, protecting, responsible | Informed choices, risks, independence, responsibility, safe, habit, physically safe, emotionally safe, protecting, digitally responsible |