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|  | **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.

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| **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**

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| **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 and  why it is important.  • Understand that food is necessary to keep  our bodies healthy.  • Identify that food choices can vary for  families/cultures.  • Name/describe different physical  activities and identify ones they enjoy.  • Explain how physical activity can help us  to stay healthy.  • Understand that sleep and relaxation  are important for growing and keeping  healthy.  • 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 is  understanding the foods/drinks that  support it.  • Demonstrate simple hygiene routines  that stop germs from spreading.  • Begin to recognise different ways of  staying healthy in the sun.  • Understand what it means to take a break  and 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 why  it is important.  • Understand what a healthy, balanced diet  may include.  • Understand what an informed choice is.  • Identify opportunities for physical activity  within their everyday lives.  • Describe some consequences of being  physically inactive, on the mind and body.  • Identify routines that support good  quality sleep.  • Explore strategies and behaviours that  support 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 routines  that can limit the spread of infection.  • Identify the benefits/risks of sun  exposure.  • Describe how the five ways to wellbeing  can be used as a tool to help keep a  healthy 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’s  physical/mental health.  • Explain what constitutes a healthy diet  and the risks associated with not having  one.  • Reflect on what may influence our choices  to have a balanced lifestyle.  • Identify what good physical health means  and how to seek help if they are worried  about their health.  • Recognise habits that can have both positive/  negative effects on a healthy lifestyle.  • Understand routines/strategies that  support good quality sleep; the effects of  lack of sleep.  • Identify strategies and behaviours that  support mental health.  **Hygiene, Health and Prevention**  Identify the everyday routines that  improve dental health.  • Identify the everyday routines/habits that  can limit the spread of infection.  • Understand the wider importance of  personal hygiene and how to maintain it.  • Explain how to keep safe from sun damage  and reduce the risk of skin cancer.  • Identify the benefits of the internet and  strategies for managing/balancing time  online/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**

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| **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 resisting  pressure.  • 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 about  something in a relationship/family.  **Families**  Talk about some ways that their family is  the same or different to others.  • Describe some things they enjoy doing  with their family and how it makes them  feel. | **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 healthy  or unhealthy friendship.  • Identifying strategies to build friendships.  • Understand the difference between  persuasion, influence and pressure.  • Explain how kindness can support  wellbeing.  • Recognise there are different types of  relationships.  • Explain what can cause arguments  with friends and describe some ways to  resolve them.  • Recognise the importance of asking for  help if we feel worried, lonely or excluded.  **Families**  Recognise that there are different types of  family structures.  • Explain what it means to be part of a  family. | **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 good  friendship/relationship are and are not.  • Identify and apply strategies  that support healthy friendships.  Use strategies to manage peer influence  and the need for peer approval.  • Explore what a loving caring relationship  means.  • Understand what marriage and civil  partnership means.  • Understand that forced marriage is a crime.  • Use strategies to positively resolve  disputes and reconcile differences in  friendships.  • Explain when and how to seek advice if  family, friendship or relationships make  them unhappy through a range of options.  **Families**  Explore and respect that there are  different family structures in society.  • Reflect on how being part of a family  provides 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**

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| **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 describe  feelings.  • Understand that all feelings are ok.  • Understand that feelings can affect how  our bodies feel and behave.  Recognising Emotions  • Explore how to recognise different  feelings.  • Talk about how we recognise what others  might be feeling.  • Understand that not everyone feels the  same about the same things.  **Managing Emotions**  • Talk about ways to manage big and  uncomfortable feelings.  • Identify who they can ask for help and can  demonstrate 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 how  they feel.  • Describe feelings that can be  comfortable/uncomfortable.  • Recognise that feelings can differ in  intensity.  Recognising Emotions  Explore how everyday things can affect  how we think, feel and behave.  • Describe what supports good mental/  physical health.  • Identify that not everyone feels the same  about the same things.  **Managing Emotions**  Identify strategies that they could use to  respond to feelings, including intense or  uncomfortable feelings.  • Understand the importance of not  bottling up how you are feeling.  • Understand the importance of asking  for help if feelings become too  uncomfortable.  • 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 talking  about feelings.  • Understand that sometimes we can have  conflicting feelings.  • Explain that feelings can change over  time and range in intensity.  Recognising Emotions  Understand that feelings can impact our  mental and physical health.  • Recognise the importance of taking care  of mental health and wellbeing.  • Discuss the signs that someone may be  struggling with their mental health.  **Managing Emotions**  Identify strategies that they could use to  respond to feelings, including conflicting  feelings.  • Record strategies and behaviours that  support mental health and wellbeing.  • Explain how to seek support for  themselves 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**

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| **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 and  different to others.  • Talk about some ways that they are  special.  • Express their thought and opinions and  recognise that others can be different.  **Respecting Others**  Talk about some ways to treat themselves  and others with kindness.  • Know what it means if something is fair  or 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 explore  how they are the similar or different to  their own.  **Respecting Others**  Recognise the importance of self-respect  and 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; the  benefits of living in a diverse community.  • Recognise their individuality and identify  their personal qualities.  • Understand that their views and opinions  come from their different backgrounds and  experiences.  • Model how to discuss or debate  respectfully.  **Respecting Others**  • Explain the importance of having respect  and compassion for self and others.  • Recognise how stereotypes are  perpetuated and have some strategies to  challenge positively.  • Identify different types of discrimination  and recognise the impact they can have.  • Understand that there are laws about  discrimination so that we can live in a fair  society. |
| **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**

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| **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 we  follow rules to help each other.  • Understands that rules need be fair.  • Give examples of rules from different  situations. Identify simple responsibilities  they have.  • Describe some simple ways to manage  waste.  **Community and Care**  Recognise that people have different  needs.  • 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 having  rules and laws or of breaking them.  • Describe some basic human rights.  • Understand that rights come with  responsibilities.  • Describe what climate change is and  some ways we can all help to reduce the  effects.  **Community and Care**  Explore what is meant by a community  and the differences between needs and  wants within a community.  • Explore and identify the welfare needs of  animals 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 and  how to respond respectfully if something  is not within the law.  • Recognise that human rights are there to  protect everyone.  • Understand the relationship between  rights and responsibilities, providing  examples.  • Explain the importance of protecting the  environment and set personal everyday  actions.  **Community and Care**  Recognise how we can support others  within a community.  • Identify diversity within a community and  explore how we can celebrate this.  • Recognise the importance of having  compassion towards others and explain  how 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**

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| **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 in  themselves and others.  • Identify that bodies and feelings can be  hurt by words and actions.  • Understand that hurtful behaviour is not  acceptable.  **Strategies and Support**  Explore simple strategies to resolve  arguments between friends.  • Understand how to report bullying and  who 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 bullying  including the role of a bystander.  • Recognise that our behaviour can affect  others.  • Identify how the body may react to  unhappy or uncomfortable feelings.  • Explain the consequences of hurtful/  bullying behaviour and understand  neither are acceptable.  **Strategies and Support**  Explain positive strategies they can use if  subject to bullying or hurtful behaviour  on or offline.  • Recognise the importance of seeking  support and identify how they might do  this. | **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 and  cyberbullying means.  • Identify when banter or other behaviour  becomes unkind.  • Analyse ways to identify and manage  uncomfortable feelings online/offline.  • Explore the impact and consequences of  bullying and discrimination, identifying  positive ways to challenge it.  **Strategies and Support**  Identify positive strategies that may help  to resolve disputes in friendships.  • Describe some barriers to accessing  support.  • Recognise the importance of seeking  support if feeling lonely, excluded or  unsafe. |
| **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**

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| **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 when  we are ill/ prevent illness/ manage a  condition.)  • Understand that household products,  including medicines, can be harmful if not  used properly.  Explore that medicines come in different  forms and are used in different ways.  • Understand that things that people put  into their body or on their skin can affect  how they feel.  • Talk about some simple rules for staying  safe around medicines and other  household substances/products.  • Identify people that they can go to if they  are ill, worried | Children are beginning to meet end of year 4 objectives. | Describe the different purposes that  medicines have.  • Explain the importance of taking  medicines correctly and using household  products safely.  Describe risk in relation to the use of  medicines/household products, and  suggest what action to take to help  prevent or minimise harm.  • Explore the possible risks and  consequences of using/misusing legal  drugs/ household products in everyday  situations.  • Identify a circle of support and how to ask  for help.  • Demonstrate what to do in an emergency  situation. | Children are beginning to meet end of year 6 objectives. | Understand that there are rules and laws  surrounding the use of medicines, drugs  and household products.  • Reflect on the risks/effects that legal  drugs common to everyday life can have  on health.  Describe some ways in which alcohol,  tobacco and other substances can affect  the body/decision making.  • Explain why some substances are harmful  for growing bodies.  • Analyse mixed messages in the media  relating and recognise how they might  influence opinions/behaviour.  • Identify a range of strategies to better  manage situations involving peer  influence/approval.  • Research reliable sources of information/  support for children/adults affected by  their 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**

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|  | **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 body  including vagina and penis.  • Recognising the difference between male  and female body parts.  • Understand the human life cycle and that  people grow from young to old.  • Describe ways that people’s needs and  bodies change as they grow.  • Talk about some ways to keep clean.  • Understand that babies grow in the  mothers’ body and have particular needs  when they are born.  • Recognise what makes them special and  unique.  **Privacy, Boundaries and Consent**  Understand that some parts of the body  are private.  • Identify different types of touch and how  they make people feel.  • Understand the difference between happy  surprises and secrets that make them feel  uncomfortable or worried and how to get  help. | **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 some  reproductive organs including penis, vagina,  testicles, womb, umbilical cord, ovaries.  • Understand the processes of reproduction  and birth as part of the human life cycle –  that babies start from an egg and sperm.  • Explore physical and emotional changes  that happen during puberty.  • Explain how daily hygiene helps to reduce  the spread of infection.  • Explain how adults care for a baby during  and after pregnancy.  • Recognising that individuality and personal  qualities contribute to who we are.  **Privacy, Boundaries and Consent**  Explain what is meant by privacy and  personal boundaries.  • Recognise uncomfortable/comfortable  behaviour online/offline.  • Know when it is right to break or keep a  confidence or share a secret. Know how  to 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 internal  reproductive organs and how the process  of puberty relates to human reproduction.  • Explain the how babies are conceived,  born and cared for.  • Identify the physical and emotional changes that  happen when approaching/during puberty.  • Know some key facts about menstruation.  • Identify the importance of keeping clean  and how to maintain personal hygiene  whilst growing and changing.  • Reflect on the responsibilities of being a  parent or carer and how having a baby  changes someone’s life.  • Identify and value personal strengths,  skills, achievements and interests.  **Privacy, Boundaries and Consent**  Understand what consent means and  how to seek and give/not give permission  in different situations.  • Analyse when behaviour including  physical touch is acceptable,  unacceptable, wanted or unwanted in  different situations.  • Respond appropriately if someone asks  you to keep a secret that makes you feel  uncomfortable. Identify who to ask for  help. |
| **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**

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| **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 change  can affect the way we think, feel and  behave.  • Understand that changes can produce big  feelings.  **Managing Loss and Change**  Identify feelings associated with loss and  change.  • Recognise some simple ways to prepare  for change/transition.  • Identifying different things that may help  to manage big feelings.  • Talk about some ways to help others  when they are affected by change.  • Know that it is important to talk to  someone if you are worried.  • Identify people who can help us if we feel  worried/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 normal  part of life.  • Describe how change and loss, can affect  feelings, thoughts and behaviours.  • Recognise that feelings associated with  loss/change can change over time and  range in intensity.  **Managing Loss and Change**  Use a varied vocabulary when talking about  feelings associated with loss and change.  • Identify self-help strategies and the  importance of support when preparing  for change/transitions.  • Describe everyday things that affect  feelings and understand the importance  of expressing feelings.  • Develop some ways of responding to  others and showing support if they are  affected by loss/change.  • Know why it is important to talk about  our feelings and not bottle them up.  • Know who to talk to if you are worried or  have 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 and  change are part of the human life cycle.  • Understand that change and loss, including  death, can create feelings and behaviours  that are not the same for everyone.  • Recognise that internal conflicting  emotions can be normal when dealing  with loss and change.  **Managing Loss and Change**  Describe a range of emotions and  intensities associated with loss and change.  • Identify problem solving strategies to  manage transitions between classes and  key stages.  • Identify strategies to respond to feelings,  including intense or conflicting feelings.  • Recognising the signs when someone  may be struggling and understand how to  seek support.  • Explore some barriers to asking for help  and some ways to address them.  • Know who to talk to and where to go for  help. |
| **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**

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| **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 about  themselves.  • Identify their likes and dislikes and what  they are good at.  • Talk about some ways that they are  special.  **Understanding Similarities and Differences**  Recognise how friends can have both  similarities and differences.  • Show some simple ways to respect and  celebrate other’s differences.  **Being Part of a Community**  Name some groups that they belong to.  • Talk about how being part of a group  makes 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 own  strengths and interests.  • Recognise what makes them unique  and understands that being different is  something to celebrate.  **Understanding Similarities and Differences**  Identify visible/invisible differences  between people.  • Explain why it is important to respect and  celebrate the differences and similarities  between people.  **Being Part of a Community**  Identify the different groups that make up  their community.  • Recognise that they belong to different  communities as well as the school  community.  • Describe what is positive about their  community 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 what  contributes to our identity.  • Express their talents and strengths with  confidence. Set goals for how they would  like to develop them.  • Explain ways in which they respect and  value other people’s differences.  **Understanding Similarities and Differences**  Respect the differences and similarities  between people.  • Reflect on how discrimination and our  own behaviour can affect others.  **Being Part of a Community**  Explain some of the benefits of  communities.  • Reflect on diversity and what it means.  Understand the benefits of living in a  diverse community and how we value  diversity within our communities.  • Explore how shared events and  experiences can create a stronger  community. |
| **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**

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| **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 its  different forms.  • Describe some ways money can be looked  after.  • Recognise that people make different  choices about how to spend/save money.  • Talk about some things we all need and  some things we want but don’t need.  **Work, Aspirations and Careers**  Know that everyone has different  strengths and talents, in and out of  school.  • 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 for  things.  • Explain some different ways to keep track  of money.  • Identify that people have different  attitudes towards saving/spending.  • Recognise that people make spending  decisions based on needs, wants and  priorities.  • Identifying the ways that money can  impact on people’s feelings.  • Recognise that people’s spending  decisions can affect others and the  environment.  **Work, Aspirations and Careers**  Recognise positive things about  themselves and their achievements.  • Identify some of the skills that may help  them 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 and  how this is linked to payment.  • Understand the risks associated with  money and ways of keeping money safe  • Identify the risks involved in gambling  activities.  • Explain some ways to get help if they  are concerned about gambling or other  financial risks.  • Reflect on the role that money plays in  people’s lives, attitudes towards it and  what influences decisions about spending  and saving.  • Identify the impact that having or not  having money can have on a person’s  wellbeing.  • Explain some ways that money is/can be  distributed to benefit the community.  **Work, Aspirations and Careers**  Identify how skills can help them with  their future career.  • Identify jobs that they might like to do in  the future.  • Discuss their views on how or why  someone may or may not choose a  certain career.  • Recognise a variety of routes into careers.  • Explore some strategies to challenge  stereotypes and to understand the impact  this 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**

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|  | **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 online  e.g. not to share information, whom to  tell if they see something online that is  upsetting, the importance of passwords  and the importance of adult supervision.  • Talk about examples of rules and age  restrictions that are there to keep them  safe.  • Identifying possible risks/hazards in the  home and outside.  • Explore how to keep safe and reduce risks  at home and in their local environment.  **First Aid**  • Recognises what to do if there is an  accident and someone gets hurt. Know to  keep themselves safe first.  • Demonstrate how to ask for help  including 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 keep  themselves safe online e.g. passwords,  using trusted sites, identifying  misinformation, sharing information, who  to trust, how to report.  • Identifying situations where age  restrictions apply.  • Identify and assess risk online/offline.  (Including in the home and when playing  out).  • Discuss ways to reduce risks at home and  in the local environment in order to stay  safe.  **First Aid**  Explain what first aid is and demonstrate  basic techniques for dealing with  common injuries such as asthma attacks  and bites/stings.  • Identify why first aid is important  and demonstrate how to ask for help  including 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 the  misuse of personal information or  sharing of upsetting content/images, the  importance of personal responsibility,  balancing time online/offline.  • Explain reasons for age restrictions/  regulations.  • Predict, assess and manage risks online and  offline. (Including road and water safety).  • Explore how the pressure/excitement in  the moment can affect how we manage  risk.  **First Aid**  Identify hazards that may cause injury.  Demonstrate basic first aid techniques  for dealing with common injuries such as  bleeding and choking.  • Explain how to respond in an emergency,  including when and how to contact  different 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 | |