



Subject	Autumn 1 Link to Real PE Personal Cog	Autumn 2 Link to Real PE Social Cog	Spring 1 Link to Real PE Cognitive Cog	Spring 2 Link to Real PE Creative Cog	Summer 1 Link to Real PE Applying Physical Cog	Summer 2 Link to Real PE Health & Fitness Cog
All	Living in the Wider World lessons are taught throughout the school year (see medium term plans)					
EYFS	Magical Marvellous Me Settling into school Knowing about myself My family and friends Making relationships Being a good friend		Enchanted Forest Sharing with friends Looking after ourselves Effects of exercise		Jaws, Paws and Claws Looking ahead to the future Reflection on the year How to care for others (including animals) Relationships Transition Summer safety	
	Understanding feelings and emotions, understanding choices and consequences and self-regulation all embedded throughout the year					
Year 1	Relationships Identify family and People who Care about us eg teachers	Relationships Being Safe in school	Health and Well Being Identify and name the key emotions	Relationships Understand what respect is	Health education Understand how to stay clean	Relationships Transition
Year 2	Relationships Understand family and People who Care	Relationships Being Safe and following rules at school and home	Health education Understand what can change my emotions	Relationships Understand the importance of showing respect	Health education Understand what to do in an emergency	Relationships Transition
Year 3	Relationships Explore my rights and responsibilities at home	Relationships Understand the importance of being safe	Health education Know the meaning of health and well being	Relationships Take practical steps to improve or support respectful relationships	Health education Understand the importance of sleep and dental hygiene	Health education Understanding differences
Year 4	Relationships Understand aspects of healthy family life	Relationships Making safe choices	Health education Understand the importance of well-being and mental health	Relationships Understand that everyone is different	Health education Understand basic first aid skills	Health education Changes
Year 5	Relationships Recognise that all families are different	Relationships Understand the consequences of not being safe	Health education Develop strategies to deal with mental health and well being	Relationships Identify appropriate ways to respond respectfully to situations	Health education Confidently implement first aid techniques	Health education Puberty
Year 6	Relationships Understand the importance of communities	Relationships Understand the boundaries put in place to keep people safe	Health education Understand the importance of a healthy mental health	Relationships Building respectful relationships and recognising boundaries	Health education Differentiate between risks, dangers and hazards	Health education Reproduction

Skills Progression By the end of the year, children should be able to...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise emotions in ourselves Self-regulate using verbal and non-verbal tools To implement basic selfcare</p>	<p>Share views respectfully Listen to others Give reasons for ideas with evidence/examples Agree and disagree respectfully Connect an idea to another idea Work/share positively with others Recognise and verbalise emotions</p>	<p>Show that they are actively listening and responding Suggest what might happen if... Demonstrate how to build on others' ideas Be an effective member in small group tasks Suggest different possibilities/ideas</p>	<p>Identify big ideas in a stimulus and ask questions related to these Support and build on the ideas of others Keep focussed on the matter at hand Explain how ideas are linked Explore a range of different possibilities</p>	<p>Empathise with how others are feeling/thinking about something Encourage others to join in discussions Draw upon evidence and own experiences Suggest reasoned conclusions Show a willingness to illustrate the ideas of others with own experiences Identify associated concepts and explain their relevance</p>	<p>Show appreciation for the comments of others i.e. that is a really good point/that has made me think about... Question peers to support progress in an enquiry Evaluate own evidence offered and that offered by others i.e. I think that example is... Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry Evaluate in some detail the range of possibilities</p>	<p>Show an interest in the progress of an enquiry Show that they have extended their thinking beyond the PSHE session Evaluate a range of reasoned conclusions Identify assumptions and evaluate their impact Summarise the progress of an enquiry Suggest ways in which an enquiry might move to make progress Suggest and explain new and novel ideas that build on the ideas of others</p>

Knowledge Progression

Health and well being	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>that mental wellbeing is a normal part of daily life</p> <p>how to recognise and talk about their emotions</p> <p>about personal hygiene</p> <p>importance of handwashing.</p> <p>about dental health and the benefits of good oral hygiene</p> <p>understand how much time to spend online</p> <p>understand people can be unkind online</p> <p>understand that we should always ask an adult before using a device</p> <p>who to speak to if they find something unkind on line</p> <p>understand the benefits of exercise</p> <p>the benefits of physical exercise, time outdoors</p> <p>name key body parts</p>	<p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>how to recognise and talk about their emotions</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>understand how much time to spend online</p> <p>who to speak to if they find something unkind on line</p> <p>understand the benefits of exercise</p> <p>the benefits of physical exercise,</p>	<p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>about safe and unsafe exposure to the sun</p> <p>the importance of sufficient good quality sleep for good health</p> <p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid (Bites and stings)</p> <p>why social media, some computer</p>	<p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>what constitutes a healthy diet</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating</p>	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the principles of planning and preparing a range of healthy meals</p> <p>the facts about legal and illegal harmful substances and associated risks</p> <p>the facts and science relating to allergies, immunisation and vaccination.</p> <p>key facts about puberty and the changing adolescent</p>	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>23. the principles of planning and preparing a range of healthy meals</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other</p>

		time outdoors	<p>games and online gaming, for example, are age restricted.</p> <p>where and how to report concerns and get support with issues online.</p> <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>the benefits of physical exercise, time outdoors</p> <p>understand what isolation is</p> <p>about the benefits of rationing time spent online,</p> <p>consider how to behave online</p>	<p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid (asthma)</p> <p>about the benefits of rationing time spent online,</p> <p>consider how to behave online</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p>that for most people the internet is an integral part of life and has many</p>	<p>body bout menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid (choking)</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>about the benefits of rationing time spent online</p> <p>the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour</p>	<p>behaviours (e.g. the impact of alcohol on diet or health).</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>the facts and science relating to allergies, immunisation and vaccination.</p> <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>about the benefits of rationing time spent online</p> <p>that for most people the</p>
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Relationship	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	that families are important for children growing up because they can give love, security and	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable	that families are important for children growing up because they can give love, security and stability. the	that families are important for children growing up because they can give love, security and stability.	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be

<p>stability.</p> <p>the characteristics of healthy family life</p> <p>the characteristics of friendships, including mutual respect and boundaries</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>that each person's body belongs to them, and the</p>	<p>that most friendships have ups and downs</p> <p>that healthy friendships are positive and welcoming towards others</p> <p>how to talk to friends online</p> <p>understand some people behave differently online</p> <p>Asking an adult for help if they are unsure of something online</p> <p>how to make positive choices online</p> <p><i>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</i></p>	<p>characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>that others' families, either in school or in the wider world, sometimes look different from their family</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and</p>	<p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</p>	<p>respect those differences and know that other children's families are also characterised by love and care.</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>the importance of permission-seeking and</p>	<p>of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>how information and data is shared and used online.</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
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	<p>differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>asking an adult for help if they are unsure of something online</p> <p>discuss ways to behave online</p>		<p>how to get help.</p> <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>the rules and principles for keeping safe online, how to recognise risks</p> <p>about the concept of privacy and the implications of it for both children and adults;</p>	<p>backgrounds), or make different choices or have different preferences or beliefs.</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>Understand what is appropriate to share online</p> <p>about the concept of privacy and the implications of it for both children and adults</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>understand passwords and security</p> <p>about the concept of privacy and the implications of it for both children</p>	<p>giving in relationships with friends, peers and adults.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>how to critically consider their online friendships and sources</p> <p>understand if something is real online</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>about the concept of privacy and the implications of it for both children</p>	<p>the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. the importance of self-respect and how this links to their own happiness.</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>
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<u>Living in the wider world</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>say why we vote</p> <p>know why money is important</p> <p>Understand classroom expectations</p> <p>Understand why rules help</p> <p>Staying safe in public</p>	<p>Understand why rules help</p> <p>Understand my rights and responsibilities</p> <p>understand the rules of parliament</p> <p>which products at home can be harmful</p> <p>Understand how needs change as we grow older</p> <p>Road safety</p>	<p>understand democracy</p> <p>Discuss what being part of a community means</p> <p>work collaboratively</p> <p>listen and respond respectfully</p> <p>understand how to make informed choices</p> <p>Differentiate between risk, danger and hazard</p> <p>understand why transitions are important</p> <p>identify risks and hazards</p>	<p>understand how to respond safely</p> <p>understand boundaries</p> <p>understand why and how rules and laws that protect them and others are made and enforced</p> <p>work collaboratively</p> <p>understand how to make informed choices</p> <p>Differentiate between risk, danger and hazard</p> <p>understand how to stay safe</p> <p>understand how to look after animals</p>	<p>understand what universal rights are</p> <p>listen and respond respectfully</p> <p>Recognise and manage 'dares</p> <p>Differentiate between risk, danger and hazard</p>	<p>discuss what are universal rights</p> <p>Recognise and manage 'dares</p> <p>Differentiate between risk, danger and hazard</p> <p>stay safe on roads</p> <p>keep yourself physically and emotionally safe</p> <p>understand why people vote</p> <p>discuss what being part of a community means, and about the varied institutions that support communities locally and nationally</p>