

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   Understanding feelings and emotions, understanding		Sharing w Looking afte Effects o		Jaws, Paws and Claws Looking ahead to the future Reflection on the year How to care for others (including animals) Relationships Transition Summer safety Il embedded throughout the year						
Year 1	Relationships Identify family and People who Care about us eg teachers	<b>Relationships</b> Being Safe in school	Health and Well Being Identify and name the key emotions	<b>Relationships</b> Understand what respect is	Health education Understand how to stay clean	<b>Relationships</b> Transition					
Year 2	<b>Relationships</b> Understand family and People who Care	<b>Relationships</b> 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	<b>Relationships</b> Transition					
Year 3	Relationships Explore my rights and responsibilities at home	<b>Relationships</b> 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	<b>Relationships</b> Understand aspects of healthy family life	<b>Relationships</b> Making safe choices	Health education Understand the importance of well- being and mental health	<b>Relationships</b> Understand that everyone is different	Health education Understand basic first aid skills	Health education Changes					
Year 5	<b>Relationships</b> Recognise that all familes are different	<b>Relationships</b> 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	<b>Relationships</b> Understand the boundaries put in place to keep people safe	Health education Understand the importance of a healthy mental health	<b>Relationships</b> Building respectful relationships and recognising boundaries	Health education Differentiate between risks, dangers and hazards	Health education Reproduction					

<u>EYFS</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>
Recognise emotions in ourselves Self-regulate using verbal and non- verbal tools To implement basic selfcare	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	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	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	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	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	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

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

time outdoors	games and online	the importance of	body	behaviours (e.g. the impact
	gaming, for	sufficient good	bout menstrual	of alcohol on diet or health).
	example, are age	quality sleep for	wellbeing including	
	restricted.	good health and	the key facts about	the facts about legal and
		that a lack of sleep	the menstrual cycle.	illegal harmful substances
	where and how to	can affect weight,	and menorial cycle.	and associated risks,
	report concerns	mood and ability to	how to make a clear	including smoking, alcohol
	and get support	learn.	and efficient call to	use and drug-taking.
	with issues online.	lean.	emergency services if	use and unug-taking.
	with issues of line.		necessary	how to recognise early signs
	the characteristics	about dental health	liecessary	of physical illness, such as
	and mental and	and the benefits of	concepts of basic first-	weight loss, or unexplained
	physical benefits of	good oral hygiene	aid (choking)	changes to the body.
		0 ,0	aid (crioking)	the importance of sufficient
	an active lifestyle.	and dental flossing,	how and when to seek	
	the benefits of	including regular check-ups at the		good quality sleep for good health and that a lack of
		•	support including	
	physical exercise, time outdoors	dentist.	which adults to speak	sleep can affect weight, mood and ability to learn.
			to in school if they are worried about their	
	. un de refere d'unite et	have to make a		the facts and science relating
	understand what	how to make a	health.	to allergies, immunisation
	isolation is	clear and efficient	to recoming control	and vaccination.
	about the barrafite	call to emergency	to recognise early	how to make a stars and
	about the benefits	services if	signs of physical	how to make a clear and
	of rationing time	necessary	illness, such as weight	efficient call to emergency
	spent online,		loss, or unexplained	services if necessary.
		concepts of basic	changes to the body.	
	consider how to	first-aid (asthma)	about the barry floor f	concepts of basic first-aid, for
	behave online		about the benefits of	example dealing with
		about the benefits	rationing time spent	common injuries, including
		of rationing time	online	head injuries.
		spent online,		
		· · · ·	the risks of excessive	key facts about puberty and
		consider how to	time spent on	the changing adolescent
		behave online	electronic devices and	body, particularly from age 9
			the impact of positive	through to age 11, including
		why social media,	and negative content	physical and emotional
		some computer	online on their own	changes.
		games and online	and others' mental	
		gaming, for	and physical	about menstrual wellbeing
		example, are age	wellbeing.	including the key facts about
		restricted.	how to consider the	the menstrual cycle.
			effect of their online	
		that for most people	actions on others and	about the benefits of
		the internet is an	know how to	rationing time spent online
		integral part of life	recognise and display	
		and has many	respectful behaviour	that for most people the

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benefits.	online	internet is an integral part of
		life and has many benefits.
People can be	that for most people	
unkind online and	the internet is an	the risks of excessive time
trolling, bullying and	integral part of life and	spent on electronic devices
harassment can	has many benefits.	and the impact of positive
take place		and negative content online
	isolation and	on their own and others'
Understand how	loneliness can affect	mental and physical
search engines	children and that it is	wellbeing
work	very important for	Ū.
	children to discuss	how to consider the effect of
where and how to	their feelings with an	their online actions on others
report concerns	adult and seek	and know how to recognise
and get support	support.	and display respectful
with issues online.	where and how to	behaviour online and the
	seek support	importance of keeping
the characteristics	(including recognising	personal information private.
and mental and	the triggers for	
physical benefits of	seeking support),	why social media, some
an active lifestyle.	including whom in	computer games and online
	school they should	gaming, for example, are age
Understand regular	speak to if they are	restricted.
exercise	worried about their	restricted.
exercise	own or someone	that the internet can also be
the benefits of	else's mental	a negative place where
physical exercise,	wellbeing or ability to	online abuse, trolling,
time outdoors,	control their emotions	bullying and harassment can
community	(including issues	take place, which can have a
participation,	arising online).	negative impact on mental
voluntary and	where a state we first	health.
service-based	why social media,	
activity on mental	some computer	how to be a discerning
wellbeing and	games and online	consumer of information
happiness.	gaming, for example,	online including
	are age restricted.	understanding that
		information, including that
Understand what	People can be unkind	from search engines, is
isolation is and how	online and trolling,	ranked, selected and
it affects people	bullying and	targeted.
	harassment can take	
	place	where and how to report
		concerns and get support
	Understand how	with issues online.
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	search engines work	

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			where and how to	mental and physical benefits
			report concerns and	of an active lifestyle.
			get support with	
			issues online.	the importance of building
				regular exercise into daily
			the characteristics and	and weekly routines and how
			mental and physical	to achieve this; for example
			benefits of an active	walking or cycling to school,
			lifestyle.	a daily active mile or other
			-	forms of regular, vigorous
			the importance of	exercise.
			building regular	
			exercise into daily and	the risks associated with an
			weekly routines and	inactive lifestyle (including
			how to achieve this;	obesity).
			for example walking or	• ′
			cycling to school, a	isolation and loneliness can
			daily active mile or	affect children and that it is
			other forms of regular,	very important for children to
			vigorous exercise.	discuss their feelings with an
			Ŭ	adult and seek support.
			the risks associated	where and how to seek
			with an inactive	support (including
			lifestyle (including	recognising the triggers for
			obesity).	seeking support), including
			,,,	whom in school they should
			the benefits of	speak to if they are worried
			physical exercise,	about their own or someone
			time outdoors,	else's mental wellbeing or
			community	ability to control their
			participation, voluntary	emotions (including issues
			and service-based	arising online).
			activity on mental	······································
			wellbeing and	
			happiness.	

Relationship	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		how to recognise	that families are	that families are	that others'	that others' families, either in school or in the
	that families	who to trust and	important for	important for	families, either in	wider world, sometimes look different from
	are important	who not to trust,	children growing	children growing	school or in the	their family, but that they should respect those
	for children	how to judge	up because they	up because they	wider world,	differences and know that other children's
	growing up	when a friendship	can give love,	can give love,	sometimes look	families are also characterised by love and
	because they	is making them	security and	security and	different from	care.
	can give love,	feel unhappy or	stability.	stability.	their family, but	
	security and	uncomfortable	the		that they should	that stable, caring relationships, which may be

stability.		characteristics of	the characteristics	respect those	of different types, are at the heart of happy
Stability.	that most		of healthy family	differences and	families, and are important for children's
the	friendships have	healthy family life,	life, commitment	know that other	security as they grow up
characteristics	ups and downs	commitment to	to each other,	children's families	security as they grow up
of healthy	ups and downs	each other,	including in times	are also	that most friendships have ups and downs,
family life	that healthy	including in times	of difficulty,	characterised by	and that these can often be worked through so
ianiny ine	friendships are	of difficulty,	protection and	love and care.	that the friendship is repaired or even
the	positive and	protection and	care for children	love and care.	strengthened, and that resorting to violence is
characteristics	welcoming	care for children	and other family	that stable, caring	never right.
	towards others	and other family	members, the	relationships,	never ngm.
of friendships,	lowarus others	members, the	importance of	which may be of	what a storeative is and how storeatives
including mutual respect	how to talk to	-	•	5	what a stereotype is, and how stereotypes
and boundaries		importance of	spending time	different types,	can be unfair, negative or destructive.
and boundaries	friends online	spending time	together and	are at the heart of	the importance of respecting others, even
the importance	understand some	together and	sharing each	happy families,	the importance of respecting others, even
the importance	understand some	sharing each	other's lives.	and are important	when they are very different from them (for
of respecting	people behave	other's lives.	monoging conflict	for children's	example, physically, in character, personality
others, even	differently online	that others'	managing conflict,	security as they	or backgrounds), or make different choices or
when they are	A alvin a an a duit		how to manage	grow up	have different preferences or beliefs.
very different	Asking an adult	families, either in	these situations		practical steps they can take in a range of
from them (for	for help if they	school or in the	and how to seek	how to recognise	different contexts to improve or support
example,	are unsure of	wider world,	help or advice	if family	respectful relationships.
physically, in	something online	sometimes look	from others, if	relationships are	
character,	have to make	different from	needed.	making them feel	that manufacture as had and differently.
personality or	how to make	their family	ala avet all ff a namet	unhappy or	that people sometimes behave differently
backgrounds),	positive choices	I	about different	unsafe, and how	online, including by pretending to be someone
or make	online	how to respond	types of bullying	to seek help or	they are not.
different		safely and	(including	advice from	that the same principles apply to online
choices or	how to ask for	appropriately to	cyberbullying),	others if needed.	relationships as to face-to- face relationships,
have different	advice or help for	adults they may	the impact of	<i></i>	including the importance of respect for others
preferences or	themselves or	encounter (in all	bullying,	practical steps	online including when we are anonymous.
beliefs	others, and to	contexts,	responsibilities of	they can take in a	
<i></i>	keep trying until	including online)	bystanders	range of different	the rules and principles for keeping safe
practical steps	they are heard.	whom they do not	(primarily	contexts to	online, how to recognise risks, harmful content
they can take		know.	reporting bullying	improve or	and contact, and how to report them.
in a range of			to an adult) and	support respectful	
different		about different	how to get help.	relationships.	how to critically consider their online
contexts to		types of bullying			friendships and sources of information
improve or		(including	the importance of	what a stereotype	including awareness of the risks associated
support		cyberbullying),	respecting others,	is, and how	with people they have never met
respectful		the impact of	even when they	stereotypes can	
relationships		bullying,	are very different	be unfair,	how information and data is shared and used
		responsibilities of	from them (for	negative or	online.
that each		bystanders	example,	destructive.	
person's body		(primarily	physically, in	the importance of	what sorts of boundaries are appropriate in
belongs to		reporting bullying	character,	permission-	friendships with peers and others (including in
them, and the		to an adult) and	personality or	seeking and	a digital context)

differences	how to get help.	backgrounds), or	giving in	
between	now to get help.	make different	relationships with	the concept of privacy and the implications of
	howimportant	choices or have		
appropriate	how important		friends, peers	it for both children and adults; including that it
and	friendships are in	different	and adults.	is not always right to keep secrets if they relate
inappropriate	making us feel	preferences or		to being safe
or unsafe	happy and	beliefs.	how to recognise	
physical, and	secure, and how		and report	how to report concerns or abuse, and the
other, contact.	people choose		feelings of being	vocabulary and confidence needed to do so.
	and make friends.	that stable, caring	unsafe or feeling	
asking an adult		relationships,	bad about any	where to get advice e.g. family, school and/or
for help if they	the	which may be of	adult.	other sources.
are unsure of	characteristics of	different types,		
something	friendships,	are at the heart of		that marriage represents a formal and legally
online	including mutual	happy families,	that people	recognised commitment of two people to each
	respect,	and are important	sometimes	other which is intended to be lifelong.
discuss ways	truthfulness,	for children's	behave differently	the importance of self-respect and how this
to behave	trustworthiness,	security as they	online, including	links to their own happiness.
online	loyalty, kindness,	grow up.	by pretending to	
	generosity, trust,	9.0.1.0.p.	be someone they	that in school and in wider society they can
	sharing interests	Understand what	are not.	expect to be treated with respect by others,
	and experiences	is appropriate to	are not.	and that in turn they should show due respect
	and support with	share online	how to critically	to others, including those in positions of
	problems and	Share Unline	consider their	authority.
	difficulties.	about the concept	online friendships	autionity.
	uniculties.	about the concept	•	
	41 4 1 141	of privacy and the	and sources	
	that healthy	implications of it		
	friendships are	for both children		
	positive and	and adults	understand if	
	welcoming		something is real	
	towards others,	that people	online	
	and do not make	sometimes		
	others feel lonely	behave differently		
	or excluded.	online, including	the rules and	
		by pretending to	principles for	
		be someone they	keeping safe	
	the rules and	are not.	online, how to	
	principles for		recognise risks,	
	keeping safe	understand	harmful content	
	online, how to	passwords and	and contact, and	
	recognise risks	security	how to report	
			them	
	about the concept			
	of privacy and the	about the concept	about the concept	
	implications of it	of privacy and the	of privacy and the	
	for both children	implications of it	implications of it	
	and adults;	for both children	for both children	
			for both children	

	what sorts of boundaries are appropriate in friendships with peers online	5	and adults; including that it is not always right to keep secrets if they relate to being safe	
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Living in the wider	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
world						
	say why we vote	Understand why rules help	understand democracy	understand how to respond safely	understand what universal rights are	discuss what are universal rights
	know why money is					Recognise and manage 'dares
	important	Understand my	Discuss what being		listen and respond	
		rights and	part of a community	understand	respectfully	Differentiate between risk,
	Understand classroom	responsibilities	means	boundaries		danger and hazard
	expectations		work colleboratively		Recognise and	
	Understand why rules	understand the	work collaboratively	understand why and how rules and	manage 'dares	stay safe on roads
	help	rules of parliament	listen and respond respectfully	laws that protect them and others	Differentiate between risk,	keep yourself physically and emotionally safe
		which products at		are made and	danger and hazard	
	Staying safe in public	home can be harmful	understand how to make informed	enforced		understand why people vote
			choices	work collaboratively		discuss what being part of a
		Understand how	Differentiate	understand how to		community means, and about the
		needs change as we grow older	Differentiate between risk,	make informed		varied institutions that support communities locally and
		we grow older	danger and hazard	choices		nationally
		Road safety	aligor and nazara			hatohany
		,	understand why	Differentiate		
			transitions are	between risk,		
			important	danger and hazard		
			identify risks and	understand how to		
			hazards	stay safe		
				understand how to look after animals		