

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Children will be able to follow one step instructions.</li> <li>Children will recognise different emotions.</li> <li>Children will focus during short whole class activities.</li> </ul> <p><b>Managing Self</b></p> <p>Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b></p> <p>Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Self-Regulation</b></p> <p>Children will talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b></p> <p>Children will understand the need to have rules.</p> <p><b>Building Relationships</b></p> <p>Children will begin to develop friendships.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b></p> <p>Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b></p> <p>Children will be able to use taught strategies to support in turn taking.</p>	<p><b>Self-Regulation</b></p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b></p> <p>Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b></p> <p>Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Children will manage their own basic needs independently.</li> <li>Children will learn to dress themselves independently.</li> </ul> <p><b>Building Relationships</b></p> <p>Children will learn to work as a group.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Children will show a ‘can do’ attitude.</li> <li>Children will understand the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <p>Children will have the confidence to communicate with adults around the school.</p>
<b>Year 1</b>	<p><b>Be yourself</b></p> <ul style="list-style-type: none"> <li>I can talk about what makes me special and share what I think and feel with confidence.</li> <li>I can name some of the different feelings I have and can describe how they feel.</li> <li>I can talk about things that I like that make me happy and things that make me feel unhappy and cross.</li> </ul>	<p><b>Britain</b></p> <ul style="list-style-type: none"> <li>I can describe ways I help my school community and ways I can help my neighbour.</li> <li>I can identify things that help and harm my neighbourhood.</li> <li>I can describe what it is like to live in the British Isles and explore how people in the British Isles can be different and the same.</li> </ul>	<p><b>TEAM</b></p> <ul style="list-style-type: none"> <li>I can talk about the teams I belong to.</li> <li>I can be a good listener.</li> <li>I can explain how to be kind and why it is important.</li> <li>I can talk about unkind behaviour like teasing and bullying.</li> <li>I can explain how to be a positive learner.</li> <li>I can identify good and not so good choices.</li> </ul>	<p><b>Aiming high</b></p> <ul style="list-style-type: none"> <li>I can think of star qualities I already have and those I would like to develop.</li> <li>I can explain how positive learning attitude can help me.</li> <li>I can talk about jobs people can do and tell my friends what I would like to do. I can understand that that it’s a person’s interest and skills that make them suited to do that job.</li> <li>I can think about changes which might happen to me and consider how I feel about them.</li> </ul>	<p><b>It’s my body</b></p> <ul style="list-style-type: none"> <li>I know I can choose what happens to my body.</li> <li>I can make healthy choices about sleep, exercise, food and drink.</li> <li>I know how to keep my body clean.</li> <li>I can choose to keep my mind and body healthy and safe. I know what is safe to eat and drink</li> </ul>	<p><b>Money matters</b></p> <ul style="list-style-type: none"> <li>I can explain the different forms money comes in and where money comes from.</li> <li>I can explain how to keep money safe and how this is important. I can explain choices I have about spending money.</li> <li>I can explain the difference between things we want and things we need and what happens when we go shopping.</li> </ul>
<b>Year 2</b>	<p><b>Relationships – VIPs</b></p> <ul style="list-style-type: none"> <li>What is a VIP’s</li> <li>Who is important to you?</li> <li>Who helps to keep you safe?</li> <li>Working Together/friendships</li> <li>Caring for and respecting others</li> </ul>	<p><b>Think Positive</b></p> <ul style="list-style-type: none"> <li>How to recognise and name different feelings.</li> <li>How to keep our bodies healthy.</li> <li>What are you good at?</li> <li>How feelings can affect people’s bodies and how they behave</li> <li>How to manage when finding things difficult.</li> </ul>	<p><b>One World</b></p> <ul style="list-style-type: none"> <li>To identify common features of family life.</li> <li>To recognise the ways they are the same as, and different to other people.</li> <li>To understand what rules are, why they are needed and why different rules are needed for different situations.</li> <li>To understand how people and other loving things have different needs</li> <li>Things they can do to help look after their environment.</li> </ul>	<p><b>Digital Wellbeing</b></p> <ul style="list-style-type: none"> <li>How the internet and digital devices can be used safely to find things out and to communicate with others.</li> <li>Basic rules to keep safe online including what is meant by personal information and what should be kept private.</li> <li>Sometimes people may behave differently online, including pretending to be someone they are not.</li> <li>Not all information seen online is true.</li> </ul>	<p><b>Safety First</b></p> <ul style="list-style-type: none"> <li>About people whose job it is to keep us safe.</li> <li>Basic techniques for resisting pressure to do something they don’t want to so and which may make them unsafe.</li> <li>Staying safe at home</li> <li>Staying safe outside</li> <li>Staying safe around strangers</li> <li>How to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>What to do if there is an accident and someone gets hurt.</li> </ul>	<p><b>Growing up</b></p> <ul style="list-style-type: none"> <li>What to do if you feel unsafe of worried</li> <li>To recognise the ways they are the same and different to others.</li> <li>Growing and changing from young to old and how people’s needs change.</li> <li>About change and loss (including death) to identify feeling associated with this. To recognise what helps people to feel better.</li> <li>Preparing to move to a new year group.</li> </ul>
<b>Year 3</b>	<p><b>TEAM</b></p> <ul style="list-style-type: none"> <li>Use pictures to express their thoughts, feelings and worries.</li> <li>With support, identify a feeling and how it is being expressed.</li> <li>Show the resolution to a dispute through pictures and with the key words given.</li> </ul>	<p><b>Be Yourself</b></p> <ul style="list-style-type: none"> <li>List some of their achievements and say why they are proud of them.</li> <li>Describe some strategies that they could use to help them cope with uncomfortable feelings.</li> </ul> <p>Explain that the messages they receive from the media about how they should look, think and behave are not always realistic.</p>	<p><b>Money Matters</b></p> <ul style="list-style-type: none"> <li>Discuss where money comes from.</li> <li>Talk about reasons people go to work.</li> <li>Discuss the choices we have about how to spend our money and how people might get into debt.</li> </ul>	<p><b>Aiming High</b></p> <ul style="list-style-type: none"> <li>Discuss their personal achievements and skills.</li> <li>Identify what a positive learning attitude is.</li> <li>Discuss what skills and interests are needed for different jobs and what job they might like to do in the future.</li> </ul>	<p><b>Britain</b></p> <ul style="list-style-type: none"> <li>Describe what it is like to live in Britain.</li> <li>Talk about what democracy is and what rules and laws are.</li> <li>Describe a diverse society and what being British means to them.</li> </ul>	<p><b>It’s My Body</b></p> <ul style="list-style-type: none"> <li>Our bodies – Naming all body parts, including private areas. (taken from year 2)</li> <li>Understand the importance of sleep, exercise and healthy eating, protect their bodies from ill health.</li> <li>Understand they can choose what happens to their body and know when a ‘secret’ should be shared.</li> <li>Know the difference between medicine and harmful drugs and chemicals.</li> </ul>

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<b>Year 4</b>	<p><b>Think Positive</b></p> <ul style="list-style-type: none"> <li>recognise and describe a range of positive and negative emotions and what might cause them</li> <li>discuss changes people may experience in their lives and how they might make them feel.</li> <li>discuss the characteristics of a good learner.</li> </ul>	<p><b>Relationships/ VIP's</b></p> <ul style="list-style-type: none"> <li>discuss how the impact of our attitudes affects us when trying to make new friendships;</li> <li>work together to create a role play about positive resolution techniques;</li> <li>consider healthy friendships and what to do in an unhealthy friendship;</li> </ul>	<p><b>Safety First</b></p> <ul style="list-style-type: none"> <li>list some of the dangers we face when we are using roads, water or railways and recognise hazards and dangers in everyday life</li> <li>identify some common injuries and know they can be treated with first aid and know how to seek help in an emergency (999)</li> <li>identify some common injuries and know they can be treated with first aid.</li> </ul>	<p><b>Digital wellbeing</b></p> <ul style="list-style-type: none"> <li>identify some positives and negatives of the Internet;</li> <li>assess the reliability of online information;</li> <li>know why we shouldn't share passwords and private information;</li> <li>explain why we have rules and restrictions around the technology we use.</li> </ul>	<p><b>One World</b></p> <ul style="list-style-type: none"> <li>express their own opinions and identify opinions that are different from their own.</li> <li>know what climate change is.</li> <li>describe similarities and differences between people's lives and know there are organisations working to help people in challenging situations in other communities.</li> </ul>	<p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>describe some changes to the body boys and girls both experience during puberty</li> <li>describe some feelings young people might experience as they grow up.</li> <li>understand that there are many different types of families and talk about their own family and the relationships within it.</li> </ul>
<b>Year 5</b>	<p><b>Be Yourself</b></p> <ul style="list-style-type: none"> <li>complete scenarios by advising on how to communicate feelings in different situations</li> <li>understand ways to manage uncomfortable feelings</li> <li>discuss the impact of making amends when a mistake has been made</li> </ul>	<p><b>Team</b></p> <ul style="list-style-type: none"> <li>demonstrate successful teamwork skills</li> <li>disagree respectfully</li> <li>make compromises.</li> <li>demonstrate ways to care for others within the team</li> <li>discuss the importance and consequences of carrying out shared responsibilities within the class team</li> </ul>	<p><b>Money Matters</b></p> <ul style="list-style-type: none"> <li>discuss why advertisers try to influence us.</li> <li>explain the benefits of fair trade</li> <li>discuss how we can make a budget</li> </ul>	<p><b>Britain</b></p> <ul style="list-style-type: none"> <li>identify ways of showing respect to people of all faiths and ethnicities;</li> <li>explain what it means to belong to a community</li> <li>discuss national government in relation to democracy and human rights</li> </ul>	<p><b>Aiming High</b></p> <ul style="list-style-type: none"> <li>identify skills and attributes that are useful in many roles</li> <li>identify opportunities that might be available to them in the future</li> <li>discuss goals they could set to work towards their ambitions</li> </ul>	<p><b>It's My Body</b></p> <ul style="list-style-type: none"> <li>describe some of the changes boys and girls go through during puberty.</li> <li>identify the implications of not getting enough sleep</li> <li>understand that many images seen in the media are artificially enhanced understand that the choices they make about their bodies have consequences</li> </ul>
<b>Year 6</b>	<p><b>Think Positive</b></p> <ul style="list-style-type: none"> <li>talk about their thoughts, feelings and behaviours.</li> <li>identify unhelpful and helpful thoughts.</li> <li>suggest outcomes linked to certain thoughts, feelings and actions.</li> <li>discuss ways in which positive thinking can be beneficial.</li> <li>identify and discuss uncomfortable emotions.</li> <li>identify common choices we have to make in life.</li> <li>use basic mindfulness techniques, when guided.</li> <li>describe what makes a good learner.</li> </ul>	<p><b>Respecting Rights.</b></p> <ul style="list-style-type: none"> <li>explain that there are basic human rights that all people share;</li> <li>understand that children have their own rights;</li> <li>understand that human rights are universal and cannot be taken away;</li> <li>recognise that there are people across the world whose rights are not met;</li> <li>understand the importance of being rights-respecting citizens;</li> </ul>	<p><b>Diverse Britain</b></p> <ul style="list-style-type: none"> <li>talk about the range of faiths and ethnicities in Britain;</li> <li>explain how and why laws are made;</li> <li>explain what a community is;</li> <li>discuss some roles of local government;</li> <li>describe the basic structure of national government;</li> <li>talk about the role of charities and voluntary groups in the community.</li> </ul>	<p><b>Drug Education (DAART)</b></p> <ul style="list-style-type: none"> <li>program curriculum focuses on the following objectives for student learning:</li> <li>Provides the skills for recognizing and resisting social pressures to experiment with tobacco, alcohol, and other drugs.</li> <li>Helps enhance self-esteem.</li> <li>Teaches positive alternatives to substance abuse and other destructive behaviours.</li> <li>Develops skills in risk-assessment, decision-making, and conflict resolution.</li> <li>Builds interpersonal and communication skills</li> </ul>	<p><b>Relationships VIP's</b></p> <ul style="list-style-type: none"> <li>share ideas for ways we can care for our VIPs;</li> <li>discuss how a disagreement could be handled with support;</li> <li>explain ways to resist pressure with support;</li> <li>identify which secrets are OK to keep and which need to be shared with support;</li> <li>identify some aspects of healthy and unhealthy relationships;</li> <li>identify different types of relationships.</li> </ul>	<p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>name physical changes young people will experience during puberty.</li> <li>describe emotional changes young people might experience during puberty.</li> <li>appreciate that there is no such thing as a perfect body.</li> <li>list things that all loving relationships have in common.</li> <li>define consent and autonomy (taken from year 5)</li> <li>explain what a sexual relationship is.</li> <li>understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.</li> <li>explain how babies are conceived and how they are born.</li> <li>identify someone they could talk to about their changing body, should they need to.</li> <li>identify where the pressure to try harmful substances might come from (taken from year 5 – link to DAART)</li> </ul>