Early Years end of Year 1 cycle	Early Years end of Year 2 cycle
Difference and Diversity EYFS Statutory Framework Personal, Social and Emotional Development ELG: Building Relationships Children at the expected level of development will: • Show sensitivity to their own and to others' needs. (H14) Understanding the World ELG: People, Culture and Communities • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others.(H19) • Think about the perspectives of others. • 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 Bullying Matters EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development will: • Work and play cooperatively and take turns with others. Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • See themselves as a valuable individual. • Build constructive and respectful relationships with adults and peers. • Work and play cooperatively and take turns with others. • Express their feelings and consider the feelings and the perspective of others.(H15/H16) • Identify and moderate their own feelings socially and emotionally (H18) Being Healthy – ***please refer to RSE policy before teaching*** EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development: • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Manage their own needs. Personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.(H17) Relationships EYFS Statutory Framework Personal, Social and Emotional Development ELG: Building Relationships Children at the expected level of development (at the end of their reception year) will: • Form positive attachments to adults and friendships with peers. (H17) Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Build constructive and respectful relationships including working and playing cooperatively and taking turns with others.(H13) • Express their feelings and show sensitivity to their own feelings and the feelings of others.(H15/H16) • Identify and moderate their own feelings socially and emotionally.(H13/H18) • Think about the perspectives of others. (H14) Exploring Emotions EYFS Statutory Framework Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (H11/H12/H18) Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Express their feelings and consider the feelings of others. (H16) • Identify and moderate their own feelings socially and emotionally. (H18) • Think about the perspectives of others. (H14) Being Responsible EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development will: • Explain the reasons for rules, know right from wrong and try to behave accordingly. Understanding the World ELG: The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. **H19 To recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it. **H20 To talk about change and identify the feelings associated with it; and how to ask for help Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Build constructive and respectful relationships.(H14) • Express their feelings and consider the feelings of others. (H16) • Manage their own needs including personal hygiene. • Explore the natural world around them.	Being Me in my World EYFS Statutory Framework Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (H11/H12) ** Name different feelings and describing feelings (H12/H16) **To realise that others feel differently to us at the same time (H15) Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • See themselves as a valuable individual. • Express their feelings and consider the feelings of others (H16) • Show resilience and perseverance in the face of challenge. (H20) Being Safe EYFS Statutory Framework Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Personal, Social and Emotional Development ELG: Managing Self • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • Identify and moderate their own feelings socially and emotionally. (H18) • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. (H17) Drug Education EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development will: • Explain the reasons for rules, know right from wrong and try to behave accordingly. Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • See themselves as a valuable individual. • Know and talk about the different factors that support their overall health and wellbeing. (H17) Money Matters EYFS Statutory Framework Personal, Social and Emotional Development ELG: Self-Regulation. Children at the expected level of development will: • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (H18 Understanding the World ELG: Past and Present • Talk about the lives of the people around them and their roles in society. Non-statutory Guidance Development Matters, July 2021.. Children in reception will be learning to: • Identify and moderate their own feelings socially and emotionally (H18) • Show resilience and perseverance in the face of challenge. Growing Up - ***please refer to RSE policy before teaching*** EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development will: • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. (H17/H20) **H14 how to recognise what others might be feeling Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • See themselves as a valuable individual. • Manage their own needs such as personal hygiene. Changes EYFS Statutory Framework Personal, Social and Emotional Development ELG: Managing Self Children at the expected level of development will: Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.(H17/H20) Understanding the World ELG: The Natural World • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Non-statutory Guidance Development Matters, July 2021. Children in reception will be learning to: • See themselves as a valuable individual. • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change. (H17/H20) • Understand the effect of changing seasons on the natural world around them. (H17/H20) **H19 To recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key learning	**By the end of Year 1:** Difference and Diversity **To realise that others feel differently to us at the same time (H15) **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. Bullying Matters **ABOUT BULLYING** • Explore what is bullying and what is not. • Recognise kind and unkind behaviour in themselves and others. (H13) • Identify that bodies and feelings can be hurt by words and actions. (H13) • 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. (H16/19) Being Healthy ***please refer to RSE policy before teaching*** **FACTORS OF A HEALTHY LIFESTYLE** • Explore what 'being healthy' means and why it is important. (H13) • 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. (H11/17) • 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. (H18) **H17 That a healthy lifestyle can help make people feel good.** **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.	**By the end of Year 2:** Being Me **BEING UNIQUE AND SPECIAL** • Recognise and share facts about themselves. • Identify their likes and dislikes and what they are good at. (H17) • Talk about some ways that they are special. ** Recognise, name and share feelings (H12/16) ** talk about different feelings humans can experience (H11) **How to recognise what others might be feeling (H14) **UNDERSTANDING SIMILARITIES AND DIFFERENCES** • Recognise how friends can have both similarities and differences. (H15) • 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 Safe **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, (H19) 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. (H19) Money Matters Recognising what money looks like. Identifying how money is obtained. Understanding the ways money can be used. Understanding how to keep money safe and what influences choices. **H17 things that help people feel good (not necessarily monetary)	**By the end of Year 3:** Difference and Diversity **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. (H19) • Recognise and challenge stereotypes.(H24) • Explain the concept of being equal Bullying Matters **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. (H20/H24) • Recognise the importance of seeking support and identify how they might do this. (H21) Being Healthy - ***please refer to RSE policy before teaching*** **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. (H15/H16) • Identify routines that support good quality sleep. (H15/H16) • Explore strategies and behaviours that support mental health.(H16) **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.	**By the end of Year 4:** Being Me **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. (H19) • 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. Changes **ABOUT LOSS AND CHANGE** • Recognise that loss/change are a normal part of life. (H23) • Describe how change and loss, can affect feelings, thoughts and behaviours. (H23) • Recognise that feelings associated with loss/change can change over time and range in intensityH17/H23) **MANAGING LOSS AND CHANGE** • Use a varied vocabulary when talking about feelings associated with loss and change. (H19) • Identify self-help strategies and the importance of support when preparing for change/transitions. (H24) • Describe everyday things that affect feelings and understand the importance of expressing feelings. (H18) • Develop some ways of responding to others and showing support if they are affected by loss/change. (H21/H23) • Know why it is important to talk about our feelings and not bottle them up.(H22) • Know who to talk to if you are worried or have strong feelings.(H20) Being Safe **KEEPING SAFE** • Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing	**By the end of Year 5:** Difference and Diversity **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. (H19) • Understand that their views and opinions come from their different backgrounds and experiences. (H18) • Model how to discuss or debate respectfully.(H20) **RESPECTING OTHERS** • Explain the importance of having respect and compassion for self and others. (H21/H22) • Recognise how stereotypes are perpetuated and have some strategies to challenge positively.(H19/H24) • Identify different types of discrimination and recognise the impact they can have. H20/H24) • Understand that there are laws about discrimination so that we can live in a fair society. Bullying Matters **ABOUT BULLYING** • Explain what direct, indirect and cyberbullying means. (H19) • Identify when banter or other behaviour becomes unkind. (H17) • Analyse ways to identify and manage uncomfortable feelings online/offline. (H20) • Explore the impact and consequences of bullying and discrimination identifying positive ways to challenge it. (H20/H24) **STRATEGIES AND SUPPORT** • Identify positive strategies that may help to resolve disputes in friendships. (H20/H24) • Describe some barriers to accessing support.(H21'H22) • Recognise the importance of seeking support if feeling lonely, excluded or unsafe. (H20) Being Healthy - ***please refer to RSE policy before teaching*** **FACTORS OF A HEALTHY LIFESTYLE** • Identify things that can affects someone's physical/mental health. (H15/H16) • Explain what constitutes a healthy diet and the risks associated with not having one. (H15/H16) • Reflect on what may influence our choices to have a balanced lifestyle. (H15/H16)	**By the end of Year 6:** Being Me **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.(H20) **BEING PART OF A COMMUNITY** • Explain some of the benefits of communities. (H16) • 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. (H16) Being Safe **KEEPING SAFE** • Identify strategies for 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. (H16/H24) • 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. (H20/H24) **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. (H24) Drug Education **KNOWLEDGE** • 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.

- 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.

Relationships

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. (H11)
- Name the special people in their lives.
- Resolve conflict in simple ways e.g. choosing to share, take turns, etc. (H18)
- Tell someone if you are worried about something in a relationship/family. (H16/H17)

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..

Exploring Emotions

EXPLORING EMOTIONS

- Name a range of words to describe feelings.(H11/H12)
- Understand that all feelings are ok.
- Understand that feelings can affect how our bodies feel and behave.(H13)

RECOGNISING EMOTIONS

- Explore how to recognise different feelings. (H12)
- Talk about how we recognise what others might be feeling.(H14)
- Understand that not everyone feels the same about the same things. (H15)

MANAGING EMOTIONS

- Talk about ways to manage big and uncomfortable feelings. (H18)
- Identify who they can ask for help and can demonstrate how to ask for help. (H19)

Being Responsible

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.

Growing Up ***please refer to RSE policy before teaching***

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. (H20)
- Describe ways that people's needs and bodies change as they grow. (H20)
- 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. (H13/H15)
- Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.(H18)

Drug Education

KNOWLEDGE

- 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

MANAGING RISK

- 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 or to help them/others to stay healthy (H19)

Changes

ABOUT LOSS AND CHANGE

- Identify examples of loss and change.(H20)
- Begin to recognise that loss and change can affect the way we think, feel and behave. (H20)
- Understand that changes can produce big feelings (H18)

MANAGING LOSS AND CHANGE

- Identify feelings associated with loss and change. (H20)
- Recognise some simple ways to prepare for change/transition. (H20)
- Identifying different things that may help to manage big feelings. (H18)

- 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. (H15)

Relationship Matters

FRIENDSHIPS

- Identify what makes a positive healthy or unhealthy friendship. (H18)
- Identifying strategies to build friendships. (H20/H24)
- Understand the difference between persuasion, influence and pressure. (H19)
- Explain how kindness can support wellbeing.(H16)
- Recognise there are different types of relationships.
- Explain what can cause arguments with friends and describe some ways to resolve them. (H20)
- Recognise the importance of asking for help if we feel worried, lonely or excluded.(H22)

FAMILIES

- Recognise that there are different types of family structures.
- Explain what it means to be part of a family.

Exploring Emotions

EXPLORING EMOTIONS

- Use a wider vocabulary to describe how they feel. (H19)
- Describe feelings that can be comfortable/uncomfortable. (H20)
- Recognise that feelings can differ in intensity. (H17)

RECOGNISING EMOTIONS

- Explore how everyday things can affect how we think, feel and behave. (H18)
- Describe what supports good mental/ physical health. (H16)
- 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. (H20)
- Understand the importance of not bottling up how you are feeling. (H21)
- Understand the importance of asking for help if feelings become too uncomfortable. (H21/H22)
- Explain how they can access help (H21/H22)

Being Responsible

RULES AND RESPONSIBILITIES

- Rules and Responsibilities Rules and Responsibilities
- Understand what a rule is and that we follow rules to help each other.
- Understand that rules need be fair.

information, who to trust, how to report. (H24)

- 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. (H24)

Growing Up - ***please refer to RSE policy before teaching***

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.(H17)
- 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 contributes to who we are. (H19)

PRIVACY, BOUNDARIES AND CONSENT

- Explain what is meant by privacy and personal boundaries.
- Recognise uncomfortable/comfortable behaviour online/offline.(H20/H24)
- Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.(H20/H24)

Drug Education

KNOWLEDGE

- Describe the different purposes that medicines have.
- Explain the importance of taking medicines correctly and using household products safely.

MANAGING RISK

- 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 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. (H15/H16)
- Identify strategies and behaviours that support mental health. (H15/H16)

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.(H15/H16)

Exploring Emotions

EXPLORING EMOTIONS

- Use a varied vocabulary when talking about feelings. (H19)
- Understand that sometimes we can have conflicting feelings. (H20)
- Explain that feelings can change over time and range in intensity.(H17)

RECOGNISING EMOTIONS

- Understand that feelings can impact our mental and physical health. (H18)
- Recognise the importance of taking care of mental health and wellbeing. (H15)
- Discuss the signs that someone may be struggling with their mental health.(H21)

MANAGING EMOTIONS

- Identify strategies that they could use to respond to feelings, including conflicting feelings. (H20)
- Record strategies and behaviours that support mental health and wellbeing.(H16)
- Explain how to seek support for themselves and others(H21/H22)

Relationship Matters

FRIENDSHIPS

- Reflect on what the qualities of a good friendship/relationship are and are not. (H16)
- Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. (H20/H24)
- Explore what a loving caring relationship means. (H16)
- Understand what marriage and civil partnership means.

MANAGING RISK

- 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. (H20/H24)
- Identify a range of strategies to better manage situations involving peer influence/approval. (H20/H24)
- Research reliable sources of information/ support for children/adults affected by their own or someone else's drug use.(H20/H24)

Growing Up - ***please refer to RSE policy before teaching***

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. (H18/H23)
- 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. (H23)
- 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. (H19/H21)
- Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations.(H19/H20/H21)
- Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.(H19/H20/H21)

Money Matters

- Understand how finance plays an important part in people's lives.
- Understanding about being a critical consumer.

	**H20 Talk about change and identify (including loss) feelings associated with this; to recognise what helps people to feel better	• Talk about some ways to help others when they are affected by change. (H14/H17) • Know that it is important to talk to someone if you are worried. (H19) • Identify people who can help us if we feel worried/unhappy(H19)	• Give examples of rules from different situations. Identify simple responsibilities they have. • Describe some simple ways to manage waste. • 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. (H15) • 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.	• Identify a circle of support and how to ask for help. (H20/H24) • Demonstrate what to do in an emergency situation.(H24) Money Matters • Identify the role of voluntary and charity groups. • Understanding different values and customs.(H16) • Exploring how to manage money. • Explaining the importance of money in people's lives and how money is obtained. (H16/H18) • Understanding the concepts of interest, loan, debt and tax. • Understanding enterprise and begin to develop enterprise skills. • **H16 about strategies and behaviours that support mental health e.g. material items versus things that are free that provide true value/unconditional	• Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships. (H20/H24) • Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options(H20/H21/H24) **FAMILIES** • Explore and respect that there are different family structures in society. • Reflect on how being part of a family provides stability and love. (H16/H18) Being Responsible **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. (H16/H21) • 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.(H21)	• Developing an understanding of the concepts of interest, loan, debt and tax. • Identifying how resources are allocated and the effects on individuals, communities and the environment. • Developing enterprise skills. • Critiquing how social media presents information. • Recognising and managing dares.(H24) • **H16 about strategies and behaviours that support mental health e.g. material items versus things that are free that provide true value/unconditional** Changes **ABOUT LOSS AND CHANGE** • Explore that loss, bereavement and change are part of the human life cycle. (H23) • Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone.(H23) • Recognise that internal conflicting emotions can be normal when dealing with loss and change.(H23) **MANAGING LOSS AND CHANGE** • Describe a range of emotions and intensities associated with loss and change. (H17/H23) • Identify problem solving strategies to manage transitions between classes and key stages. (H24) • Identify strategies to respond to feelings, including intense or conflicting feelings. (H20) • Recognising the signs when someone may be struggling and understand how to seek support.(H21/H22) • Explore some barriers to asking for help and some ways to address them. (H20) • Know who to talk to and where to go for help.(H21)

PSHE Overview: Two year long-term plan for mixed aged classes. (PSHE Matters)

Year 1				
Relationships	EYFS Friend	Year 1/2 Choice	Year 3/4 Free Will	Year 5/6 Autonomy
Bullying Matters	EYFS Kind/Unkind	Year 1/2 Tolerance	Year 3/4 Bystander	Year 5/6 Discrimination
Difference and Diversity	EYFS Pride	Year 1/2 Identity	Year 3/4 Stereotypes	Year 5/6 Compassion
Exploring Emotions	EYFS Forgive	Year 1/2 Emotions	Year 3/4 Intensity	Year 5/6 Conflicting
Being Healthy linked to RSE	EYFS Health	Year 1/2 Hygiene	Year 3/4 Balanced	Year 5/6 Lifestyle
Being Responsible	EYFS Compromise	Year 1/2 Responsibilities	Year 3/4 Consequences	Year 5/6 Law

Year 2				
Being me	EYFS Reflect	Year 1/2 Unique	Year 3/4 Values	Year 5/6 Individuality
Being Safe	EYFS Safe	Year 1/2 Hazards	Year 3/4 Restrictions	Year 5/6 Peer Pressure
Money Matters	EYFS Spending	Year 1/2 Saving	Year 3/4 Priorities	Year 5/6 Debt
Drug Education	EYFS Medicine	Year 1/2 Drugs	Year 3/4 Misuse	Year 5/6 Substance Abuse
Growing Up linked to RSE	EYFS Challenges	Year 1/2 Privacy	Year 3/4 Boundaries	Year 5/6 Consent
Changes	EYFS Resilience	Year 1/2 Transitions	Year 3/4 Responding	Year 5/6 Bereavement

Mental Health objectives

Our Mental Health learning outcomes have come directly from the PSHE Association. During Reception, Year 1 and Year 2 the children will explore all 9 learning outcomes each year. In KS2, the children will explore all 8 learning outcomes across LKS2 then again in UKS2.

Mental health	
KS1 including Early Years	KS2
H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others6 H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools