



Aim: to promote pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

	Health and Wellbeing	Relationships	Living and the Wider World
Year 1	<p>Pupils will learn:</p> <ul style="list-style-type: none"> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings about change and loss and the associated feelings (including moving home, losing toys, pets or friends) the importance of and how to maintain personal hygiene 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> to communicate their feelings to others, to recognise how others show feelings and how to respond to recognise how their behaviour affects other people the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises to recognise what is fair and unfair, kind and unkind, what is right and wrong to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others to identify and respect the differences and similarities between people to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> how to contribute to the life of the classroom to help construct, and agree to follow, group and class rules and to understand how these rules help them responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) that they belong to various groups and communities such as family and school

		<ul style="list-style-type: none"> • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	
Year 2	Pupils will learn: <ul style="list-style-type: none"> • what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • about the process of growing from young to old and how people's needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) • the similarities and differences between boys and girls • that household products, including 	Pupils will learn: <ul style="list-style-type: none"> • to identify and respect the differences and similarities between people • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	Pupils will learn: <ul style="list-style-type: none"> • what improves and harms their local, natural and built environments and about some of the ways people look after them • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

	<p>medicines, can be harmful if not used properly</p> <ul style="list-style-type: none"> • rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, • the difference between secrets and surprises and understanding not to keep adults' secrets; • road safety, cycle safety and safety in the environment (including rail , water and fire safety) • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. 		
Year 3	<p>Building on Key Stage 1, pupils will learn:</p> <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health (including the media) • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet • to reflect on and celebrate their achievements, identify their strengths, 	<p>Building on Key Stage 1, pupils will learn:</p> <ul style="list-style-type: none"> • to recognise and respond appropriately to a wider range of feelings in others • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, • that their actions affect themselves and others • to judge what kind of physical contact 	<p>Building on Key Stage 1, pupils will learn:</p> <ul style="list-style-type: none"> • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (including discussion about gangs and extremism) • to understand that everyone has human rights, all peoples and all societies

	<p>areas for improvement, set high aspirations and goals</p> <ul style="list-style-type: none"> about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<p>is acceptable or unacceptable and how to respond</p> <ul style="list-style-type: none"> the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view to work collaboratively towards shared goals that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 	<p>and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <ul style="list-style-type: none"> that these universal rights are there to protect everyone and have primacy both over national law and family and community practices to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
Year 4	<p>Building on Key Stage 1, pupils will learn:</p> <ul style="list-style-type: none"> to recognise their increasing independence brings increased responsibility to keep themselves and others safe road safety, cycle safety and safety in the environment (including rail, water and fire safety) to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media to recognise when and how to ask for 		

	<p>help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <ul style="list-style-type: none"> • school rules about health and safety, basic emergency aid procedures, where and how to get help 		
Year 5	<p>Building on Key Stage 1, pupils will learn:</p> <ul style="list-style-type: none"> • strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others • how their body will, and emotions may, change as they approach and move through puberty • what is meant by the term ‘habit’ and why habits can be hard to change • which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others 	<p>Building on Key Stage 1, pupils will learn:</p> <ul style="list-style-type: none"> • that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) • to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) • to recognise and manage ‘dares’ • to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don’t absolutely want to do so • that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people 	<p>Building on Key Stage 1, pupils will learn:</p> <ul style="list-style-type: none"> • to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices • what being part of a community means, and about the varied institutions that support communities locally and nationally • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • to think about the lives of people living in other places, and people with different values and customs • about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer • to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) • to explore the notion of democracy
Year 6	<p>Building on Key Stage 1, pupils will learn:</p> <ul style="list-style-type: none"> • to recognise how images in the media do not always reflect reality and 		

	<p>can affect how people feel about themselves</p> <ul style="list-style-type: none"> • about human reproduction • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement • assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • that bacteria and viruses can affect health and that following simple routines can reduce their spread • about people who are responsible for helping them stay healthy and safe and ways that they can help these people 	<p>who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <ul style="list-style-type: none"> • to recognise and challenge stereotypes • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 	<p>and the role Parliament plays in ensuring the rule of law is maintained</p> <ul style="list-style-type: none"> • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about enterprise and the skills that make someone 'enterprising' • to explore and critique how the media present information • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (including discussion about gangs and extremism) • to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
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