

Overarching theme	EYFS Discovery Learning	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Becoming an Active Citizen	Learning to: *develop their sense of responsibility and membership of a community *become more outgoing with unfamiliar people, in the safe context of their setting	Settling in and School Golden Rules Develop the skills they need to manage the school day successfully *lining up and queueing *meal times Building Relationships *Build constructive relationships *Express their feelings and consider the feelings of others	Class Charter Express simple opinion, ask and answer questions. Play full part in life of classroom. - agree and follow rules. Role of the school council and the right to vote. All about Me Naming private body parts (inc. external genitalia).	Class Charter Discuss/debate topical issues. People and other living things have needs and I have responsibilities towards meeting those needs. Contribute positively to class and school life. Role of the school council and the right to vote and contribute ideas. Belonging to different groups and communities. What improves and harms the environment and know some ways to look after it. All about Me Body changes since birth.	Class Charter Participate in making and changing rules (different for different situations). Choices we make can impact local, national and global communities. Where to find impartial advice. Media bias. Empathy relating to topical issues.	Class Charter Acknowledge that others have different points of view. Why and how laws and rules are needed and enforced. Recognise aggressive and anti-social behaviour (inc. bullying and discrimination and its effects). Begin to recognise negative behaviours such as stereotyping, homophobia, transphobia and biphobia and racism. Resolve differences by respecting others points of view. Choices have an impact on the environment. Describe 'British Values' and those of the school. Demonstrate respect and tolerance both on and offline towards others.	Class Charter Democracy and how a democratic government works. Consequences of breaking the law and how the criminal system works in the UK. Circumstances in different countries and cultures may be different from own. Reasons for migration. What Fair Trade means. Choices we make as individuals, a community and a nation impact internationally. What 'poverty' means to different people? Media bias. Express my views and show respect for the views of others.	Class Charter How democracy works in the UK. Being part of a community. Mental health benefits of community participation. Demonstrate a sense of social justice and moral responsibility. Understand that everybody has human rights. Research, discuss and debate topical issues. Appreciate the range of national, regional, religious and ethnic identities in the UK. Benefits of being a multi-cultural nation. Positive and negative media presentations. Discuss controversial issues in a sensitive manner (e.g. terrorism, migration and racism).
Autumn 2 Keeping Myself Safe (including on-line Safety & Drugs, alcohol, tobacco and wider risk taking behaviours)	Learning to: *increasingly follow rules, understanding why they are important *remember rules without needing an adult to remind them	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 Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.	Role of medicines. Substances that can help or harm the body. The need for safety roles. Help and emergency services Balance time on and off line. Strangers on and off line. Rules against sharing private information. Understanding age restrictions!	Skills to maintain personal safety. Rules about medicines and other drugs. Understand that pressure to behave in an unsafe way can come from a range of people. Difference between secrets and surprises on and off line. Benefits of the internet. Balancing time and reducing risk on line. How people can behave differently online and sometimes mislead you.	Identify and manage risks on line and offline. Judgements and decision making. Techniques for resisting pressure to behave negatively. Safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc. I know basic school health and safety rules and how to get help if I need it. Adhering to age ratings of computer games. Reporting concerns with online issues.	Recognise, predict and assess risk both on and offline and know how to get help (risks in the home, road, farm, water, rail, online, electricity and personal safety). Call 999 in an emergency. Taking responsibility for behaviour and safety and realise actions have consequences. Strategies to cope with peer influence. Benefits of the internet and how to balance time - aware of age ratings of social media and computer games. Know that everything on the internet is not true and some things may be uncomfortable. Keep some information private in order to protect myself and realise that communications can be used for manipulation or persuasion.	Strategies to keep myself physically and emotionally safe (including road safety, cycle safety, online and safety in the local environment. I know which commonly available substances are legal and illegal and their effects and risks. Age restrictions and peer pressure. Online bullying. Present yourself safely online and understand potential risks. Strategies to protect personal information - passwords.	Taking responsibility for own safety (due to increased independence): aware of health and safety; basic emergency first aid procedures and where to get help (inc. 999). Respond to challenge and assess risk. Risk taking behaviours (medicines, alcohol, tobacco, e-cigarettes, drugs and other substances - discuss the term 'habit'). Pressure comes from a variety of sources (people I know, media, on-line etc). Select tools to communicate respectfully and safely. Awareness of online abuse such as trolling, bullying and harassment and the negative impact these can have on mental health.

							addresses and images. <u>Understand that those we communicate with might not be telling the truth and how to manage requests for images.</u> <u>Recognise that not all information in accurate or unbiased (media) and strategies for identifying origins of websites.</u>	<u>How the media can influence opinions and choices.</u> <u>How information and data can be shared and used online.</u> <u>How to manage requests for information or images that I know are inappropriate.</u> <u>Being a responsible mobile phone user.</u>
Spring 1 My Healthy Lifestyle (including Physical and Emotional Health and Wellbeing)	Learning to: *be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly *make healthy choices about food, drink, activity and toothbrushing	Managing self 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 Likes and dislikes	Importance of personal hygiene. What 'physical and mental health' means. Knowing how to keep my body healthy. What I like and dislike and know how to improve my mental and emotional health. Talk about my emotions and recognise them in others. Happiness, resilience. How change can feel.	Knowing a healthy lifestyle includes being physically active, rest, eating healthily, sun protection and emotional health. How diseases are spread and controlled and my responsibilities towards that. Recognise range of feelings and how to manage them. Resilience.	Choices and habits relating to healthy lifestyle in order to improve physical health and mental well-being. Self-care techniques. Communicate feelings to others and listen and respond to others, Strategies for resilience. Why people can behave differently when they find change difficult.	Identify positive and negative factors that affect physical, mental and emotional health. Healthy diet - informed choices. How to reduce the risk of sun damage. Range of strategies for managing strong feelings. Resilience. Positivity about self and learning from mistakes. Changes	Healthy lifestyle including exercise, healthy eating, factors which affect mental health (inc. self-image). Oral hygiene. Recognising emotions in others. Intensity of feelings. Resilience. Resolving differences, exploring alternatives, making decisions and explaining choices. Feeling that arise due to change.	Managing own time to include regular exercise and selfcare techniques. Life choices relating to food. Impact of adolescence on hygiene, sleep and nutrition needs. Safe and unsafe exposure to the sun. Conflicting emotions. Medias effect on mental health i.e. body image. Change and resilience.
Spring 2 Me & My Future (including Careers education and personal finances)	Learning to: *select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them	Self Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set to work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Talk about members of their immediate family. Name and describe people who are familiar to them.	Recognising coins and notes, value and calculating change. Saving and spending. Describe my family, their jobs, my school and home.	Paying for things in a range of ways. Choices affect ourselves and others. Individuals and families find a way to balance needs and wants. Why learning is important. Positivity relating to myself. Stereotypes in relation to equal opportunities.	Handling money in everyday situations. Spending money and contributing to charity. Understanding there are different ways to gain money and that it is an infinite resource for individuals, institutions and the community. Understand why people do the jobs they do and can challenge stereotypes.	How to look after and save money. Understand that people have different financial situations (also different values and attitudes). Range of jobs done by people we know. Developing skills for work in the future. Learning choices affect future choices.	Decisions about saving, sending and giving. Difference between essentials and desires. Assess 'best buys' and 'value for money'. Rights and responsibilities with regards to treating people fairly in the workplace. Consider strengths and how to further develop skills. Making a good impression. Range of earnings and benefits from employment.	Online purchases, bank accounts and passwords. Careers and how they develop in different ways. Describe local business and services. Equality Act. How to keep self and others safe when in employment. Key qualities needed by employers. How money we earn supports the community.
Summer 1	Learning to: *show more confidence in new social situations	Building Relationships *Build constructive relationships	Types of relationships. Who looks after me. Cooperation, respect, sharing.	Healthy family life. Good and bad touching. Understanding stereotypes. Networks of support.	Healthy relationships/family types (include same sex relationships).	Recognise what love is. Demonstrate features of healthy relationships on and off line.	Skills needed to maintain healthy relationship.	Recognising risks on and off line. Stable loving relationships.

<p>Autumn 1</p> <p>Becoming an Active Citizen</p>	<p>Yes/No</p> <p>Rules</p> <p>Who, What, When, Where Why</p>	<p>Rules</p> <p>Fair</p> <p>I think</p> <p>I know</p> <p>I feel</p>	<p>Do you know? I Think I Feel I know I Challenge Agree Disagree</p> <p>Because Fair Belonging Yes/No Rules Fair</p> <p>Democracy Vote Who What Where When How Why</p>	<p>Belonging Family Community</p> <p>Environment Rules Fight to be heard Harms/damages Improve</p> <p>Local Contribute Fairly</p> <p>Democracy Vote Needs Wants</p> <p>Responsibility Pollution</p> <p>Recycling Similarities</p> <p>Differences</p>	<p>Rules Decisions Biased Media</p> <p>Empathise Local National</p> <p>Global Participate Problems</p> <p>Impartial Advice Choices</p>	<p>Law Enforced Online Offline</p> <p>Consequences Choice</p> <p>Stereotyping Homophobia</p> <p>Transphobia Biphobia Racism</p> <p>Aggressive antisocial behavior</p> <p>British Values Respect</p> <p>Tolerance Equality Individual</p> <p>Minorities Resolve LGBTQ</p> <p>Values Liberty Mutual respect</p> <p>Individual liberty</p>	<p>Justice Equality</p> <p>Poverty Migrate</p> <p>Immigration</p> <p>Democratic/democracy Election Law</p> <p>Criminal justice system Fairtrade</p> <p>Explained choice</p> <p>Asylum seeker</p> <p>Refugee Economic migrant</p> <p>International</p> <p>Migrate Migration</p>	<p>United Nations Rights of a child Dictatorship</p> <p>Communist Mental Health</p> <p>Participation Volunteer</p> <p>Social Justice Moral responsibility Research</p> <p>Discuss Debate Ethnic identities Positive & negative influence Critique</p> <p>Controversial Issues</p> <p>Sensitive Manner</p> <p>Multicultural Nations</p>
<p>Autumn 2</p> <p>Keeping Myself Safe</p>	<p>Safe</p> <p>Help Hurt</p>	<p>Help Harm</p> <p>Safety: Road water</p>	<p>Medicines Help Harm</p> <p>Rules 999 Emergency services Online/offline</p> <p>Privacy</p> <p>Age restrictions</p> <p>Safety - road, water, rail, fire, online etc</p> <p>Risk Health Wellbeing</p> <p>Secrets Internet</p> <p>Balance Strangers</p> <p>Privacy Dental health</p> <p>Games Websites Social media choices</p>	<p>Personal safety Harmful</p> <p>Substances Solvents Pressure</p> <p>Secrecy Age ratings Risks</p> <p>Communicating Pretending</p> <p>Healthy friendship Online</p> <p>Offline Right Wrong Private</p> <p>Behavior Aware Pretending</p> <p>Strangers Household products</p> <p>Choices Age rating Contact touch</p>	<p>Safety Online Passwords</p> <p>Safety Privacy Personal</p> <p>Information Decisions Choices</p> <p>Peers Pressure Consequences</p> <p>Health Procedure Emergency</p> <p>First-aid Wellbeing Support</p> <p>Advice Pressure Influence</p> <p>Media</p>	<p>Responsibility Pressure</p> <p>Influence Media Safety Risk</p> <p>Consequence Social media</p> <p>Forwarding Private Public</p> <p>Sharing Behavior Information</p> <p>Strategies Internet Self-aware</p>	<p>Communication</p> <p>Environment Physical</p> <p>Substances</p> <p>Consequences Safety</p> <p>Online Offline Risks</p> <p>Benefit Bully Risks</p> <p>Media Online</p> <p>presence Personal</p> <p>information Report</p>	<p>Responsibility Safety Health</p> <p>Emergency Risk Injury</p> <p>Independence</p> <p>Challenge/dares Substance - drugs, alcohol, tobacco, medicines, Caffeine Hazard</p> <p>Peer pressure Habit e-safety personal information</p> <p>passwords images request</p> <p>acceptable/unacceptable</p> <p>device support internet</p> <p>social media reality fantasy</p> <p>influences negative/positive</p> <p>impact offensive</p> <p>consequences impact</p> <p>communicate collaborate</p> <p>uncomfortable appropriate</p> <p>media advertising Balance</p> <p>Rules Law/legal Privacy</p> <p>Sharing Personal Boundaries</p> <p>Harassment Discrimination</p> <p>Human Rights Aggression</p> <p>Anti-social behavior</p> <p>Situations LGBTQ Hate crimes</p>
<p>Spring 1</p> <p>My Healthy Lifestyle</p>	<p>Clean wash</p> <p>Dirty</p> <p>Happy</p> <p>Sad</p> <p>Scared</p>	<p>Clean wash body teeth</p> <p>Feelings: Happy, Excited Sad, Angry, Cross, Scared, worried</p> <p>Safe unsafe</p>	<p>Clean Wash Body Teeth</p> <p>Germs Stick-ability</p> <p>Feelings</p> <p>Health/Healthy Mind</p> <p>Active Mistakes</p> <p>Changes Likes/dislikes</p> <p>Exercise</p> <p>Safe/Safety/Unsafe</p> <p>Private True/False</p> <p>Online (Proud) - Happy</p> <p>Pleased Excited Sad, Angry, Cross Scared, worried Shocked, afraid Lonely</p>	<p>Physical Health Mental Health</p> <p>Active Responsibility/ies</p> <p>Choices Changes Hygiene</p> <p>Dental Resilient Strategies</p> <p>Independence Diseases Rest</p> <p>Sun protection Private</p> <p>Comfortable/Uncomfortable</p> <p>Disappointed Gloomy Miserable</p> <p>Annoyed Frustrated Delighted</p> <p>Joyful Puzzled Confused</p>	<p>Consequences Benefits</p> <p>Responsibilities Good Habits</p> <p>Hobbies Bacteria Virus</p> <p>Included/excluded</p> <p>Relaxed/relaxation</p> <p>Drugs/medicine/alcohol/tobacco</p> <p>o Belonging anxious</p>	<p>Stress Media Influence Self-image</p> <p>Nutrition Calories</p> <p>Balanced diet Responsible Diet</p> <p>Counter argument Reality / fantasy</p> <p>Routines Sun exposure</p> <p>Managing feelings / behaviors</p> <p>Responding</p>	<p>Lifestyle</p> <p>Positive/negative</p> <p>Puberty Oral hygiene</p> <p>Resolve Intensity</p> <p>Resolving differences</p> <p>Alternatives Support</p>	<p>Counter Acting Conflicting</p> <p>emotions Adolescence</p> <p>Weight loss/gain</p>
<p>Spring 2</p> <p>Me & My Future</p>	<p>Success</p>	<p>Achievements</p> <p>Goals</p>	<p>Coins Notes Change</p> <p>Value Saving Spending</p> <p>Safe Goals Strengths</p> <p>Achievements</p> <p>Aspiration Career</p> <p>Calculate Positive</p> <p>Wages Community</p> <p>Future</p>	<p>Credit Card Debit Card</p> <p>Contactless Needs Wants</p> <p>Stereotype - gender, ethnicities Respect Resilience</p> <p>Balance Unique</p>	<p>Budgeting Finance Bank</p> <p>Account Gaining Earning</p> <p>Enterprise Charity Finite Debt</p> <p>In Credit Poverty</p>	<p>Attitudes Needs Wants Alues</p> <p>Debt Ambition Reflection Job prospects</p> <p>Poverty Benefits - what are they?</p> <p>Food Bank</p> <p>Discount Work, life balance</p>	<p>Essentials Desires</p> <p>Cheap Expensive</p> <p>Bargain Saving</p> <p>Spending Discount</p> <p>'Value for money' Recruitment</p> <p>Interview Incomings</p> <p>Outgoings</p> <p>Contributing Loan</p> <p>Tax Bill Benefits</p>	<p>Employer Employee</p> <p>Employability Enterprise</p> <p>Online Banking Equality</p> <p>Discrimination Entrepreneur</p> <p>Pay Scale Pay Progression</p> <p>Business Interest Equalities</p> <p>act Credit Card Debit Card</p> <p>Contactless Passwords Pin</p> <p>Number Chip & pin Mortgage</p> <p>Insurance</p>

							Manage Money CV Cost of living 'best buys'	
Summer 1 Me & My Relationships (inc. aspects of RSE)	Friend Safe Love Working together	Fair unfair Change loss worry	Friend Relationship Family Touch Boy Girl Respect Difference Safe Private/Privacy Sharing Working together Secret O/Off line Teasing Change Worry Body Parts Right Wrong Acceptable Unacceptable Safety Love Security Fair Unfair Loss Worry Stable/Stability	Stereotype Gender Bullying Unique Healthy Attention Physical Cultural Male Female Value Faith Rights Good/Bad Ethnic Same & Different	Separation divorce Bereavement Empathy Contact Responsibilities Independence Consequence Violent Troubled Anxious Uneasy Positive Same-sex Maintain Trusted React/Reaction Manage Network Negative Coping Strategy Challenge	Media Legal Civil Partnership Demonstrate Emotionally Attention Commitment Freely Represent Body Image Couple Appropriate Collaborative Worth	Prevent Bacteria Virus Immunisation Puberty Menstruation Periods Forced Marriage Viewpoint Dispute Conflict Routine Reaction Compromise Dares Challenge Boundaries Confidential	Reproduction Conception Physical Contact Freely Entered Resist Pressure Aggressive Assertive Anti-social Cyber-Bullying Homophobia Transphobia Biphobia Racism Hate Crime Discrimination Diversity Disability Sexuality
Summer 2 Me and My Body (inc. RSE)	Washing Brushing teeth Getting dressed Boy Girl	Washing Brushing teeth Getting dressed Clean Boy Girl Same Different Face Hair Skin	Washing Brushing teeth Get dressed Clean Boy Girl Penis Vagina Same Different Physical characteristics Gender Hair Face	Similar Different Sex Gender roles Stereotypes Boy Girl Male Female Body parts Penis Vagina	Similar Different Male Female Body parts Penis Vagina Comfortable Uncomfortable Body parts Like Dislike Touch Hug Kiss Family Fostering Adoption Relationship Stereotypes Gender roles	Puberty Lifecycle Reproduction Physical Pregnancy Breasts Sperm Egg Pubic hair Emotions feelings	Puberty Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Wet dreams Semen Erection Sweat Breasts Spots Pubic hair Facial hair Underarm hair Sexual feelings Privacy Human rights Protection Female Genital Mutilation	Womb Sperm Egg Conception Fertilisation Pregnancy Sexual intercourse Twins Fostering Adoption Relationship Friendship Love Consent Intimacy Privacy Human rights Protection Female Genital Mutilation