

Autumn 1 Healthy Mind

EYFS (Taught throughout the year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In the 2 year room, children will learn to:</p> <ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help. Sometimes this leads to feelings of frustration and tantrum • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways. <p>In nursery, children will learn to:</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. <p>In Reception, children will learn to:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. 	<p>Code of conduct</p> <p>Class charter rules – why we have rules</p> <p>Ballot Box – Why we vote</p> <p>That there is a normal range of emotions that all humans experience in relation to different experiences & situations.</p> <p>Simple self-care techniques</p>	<p>Code of conduct</p> <p>Class charter – to identify the code of conduct as responsibilities/to give examples of respectful behaviour</p> <p>Why we have rules</p> <p>Democracy – why we vote</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Simple self-care techniques</p>	<p>Code of conduct</p> <p>Class charter rules – why we have rules</p> <p>Democracy – Why we vote</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Simple self-care techniques</p>	<p>Code of conduct</p> <p>Class charter rules – Our wants and needs – role of school council. Rules & laws</p> <p>Isolation & loneliness, discussing their feelings with an adult and seeking support.</p> <p>Simple self-care techniques</p>	<p>Code of conduct</p> <p>Class charter/ rules, rights and responsibilities – to relate language of rights to own experiences in school democracy.</p> <p>Ballot Box</p> <p>Where and how to seek support. Recognising triggers to seek support and the ability to control their emotions.</p> <p>Simple self-care techniques</p>	<p>Code of conduct</p> <p>Class charter</p> <p>Democracy – why we vote</p> <p>Role of parliament and rules in our country</p> <p>To understand the role of the local council and how it relates to government</p> <p>Mental ill health e.g. anxiety & depression, common health conditions & support available</p> <p>Simple self-care techniques</p>

<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. <p>At the end of Reception children are expected to:</p> <ul style="list-style-type: none"> •Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 						
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Autumn 2 Caring Friendships

EYFS (Taught throughout the year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In the 2 year room, children will learn to:</p> <ul style="list-style-type: none"> • Develop friendships with other children. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. <p>In nursery, children will learn to:</p> <ul style="list-style-type: none"> •Play with one or more other children, extending and elaborating play ideas. •Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. 	<p>How important friendships are in making us feel happy and secure and how people choose and make friends</p> <p>Knowing that bullying has a lasting impact on mental wellbeing</p>	<p>The characteristics of friendship</p> <p>Tolerance of differences</p> <p>Knowing that bullying has a lasting impact on mental wellbeing</p>	<p>Healthy friendships are positive and welcoming and do not make others feel lonely or excluded</p> <p>Knowing that bullying has a lasting impact on mental wellbeing</p>	<p>How to resolve conflicts and repair friendships?</p> <p>Knowing that bullying has a lasting impact on mental wellbeing.</p>	<p>How to recognise who to trust and not trust. How to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to seek help or advice.</p> <p>Knowing that bullying has a lasting impact on mental wellbeing.</p>	<p>Safe skills</p> <p>Questioning people's motivations and intentions.</p> <p>Asking for Help.</p> <p>Knowing that bullying has a lasting effect on mental wellbeing.</p>

<p>In Reception, children will learn to:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others. <p>At the end of Reception, children are expected to:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 						
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Spring 1 Online Safety						
EYFS (Taught throughout the year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • sensible amounts of 'screen time' • Making children aware of what safe use of technology looks like. 	<p>The rules and principles for keeping safe online & reporting.</p>	<p>About the benefits of rationing time spent online.</p> <p>The risk of excessive time spent on electronic devices and the impact of positive & negative content online on their own and others' mental wellbeing.</p>	<p>How to consider the effects of their online actions, respectful behaviour online and the importance of keeping personal information private.</p> <p>How information and data is shared and used online.</p>	<p>The internet can be a negative place, cyber-bullying with trolling, online abuse and harassment.</p> <p>Negative stereotypes</p>	<p>Why social media, some computer games and online gaming are age restricted.</p> <p>How to be a discerning consumer of information online including understanding that from search engines, is ranked, selected and targeted.</p>	<p>Covered in safe skills Empowering the bystander Asking for help</p>
Spring 2 Keeping Safe						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

(Taught throughout the year)						
<p>In the 2 year room, children will learn to:</p> <ul style="list-style-type: none"> •Establish their sense of self. •Express preferences and decisions. They also try new things and start establishing their autonomy. •Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. •Safely explore emotions beyond their normal range through play and stories. •Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". <p>In Nursery, children will learn to:</p> <ul style="list-style-type: none"> •Develop their sense of responsibility and membership of a community. •Become more outgoing with unfamiliar people, in the safe context of their setting. •Show more confidence in new social situations. <p>In Reception, children will learn to:</p> <ul style="list-style-type: none"> •See themselves as a valuable individual. •Build constructive and respectful relationships. •Express their feelings and consider the feelings of others. •Show resilience and perseverance 	<p>Each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other contact (NSPCC Pants).</p> <p>Keeping myself safe on the road. (Pedestrian training)</p> <p>Basic First Aid & 999</p>	<p>People who help us linked to Heartstart making emergency calls.</p> <p>About safe & unsafe sun exposure to the sun, and how to reduce the risk of sun damage including skin cancer.</p> <p>Concept of privacy and the implications of it for both children & adults; including that it is not always right to keep secrets if they relate to being safe.</p>	<p>The facts about legal and illegal harmful substances and associated risks of smoking.</p> <p>How to respond safely and appropriately to adults they may encounter whom they do not know.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family school and/or other sources.</p>	<p>The facts about legal and illegal harmful substances and associated risks of alcohol.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>	<p>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Key facts about puberty and the changing adolescent body including physical and emotional changes.</p> <p>Menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Gangs project</p> <p>Concepts of basic first-aid for example dealing with common injuries including head injuries.</p> <p>The facts about legal and illegal harmful substances and associated risks of drugs.</p>

<p>in the face of challenge.</p> <ul style="list-style-type: none"> •Identify and moderate their own feelings socially and emotionally. •Think about the perspectives of others. •Manage their own needs. <p>- Personal hygiene</p> <ul style="list-style-type: none"> •Know and talk about the different factors that support their overall health and wellbeing: <p>- being a safe pedestrian</p> <p>At the end of Reception children are expected to:</p> <ul style="list-style-type: none"> •Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. •Form positive attachments to adults and friendships with peers. 						
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Summer 1 Healthy Relationships						
EYFS (Taught throughout the year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In the 2 year room, children will learn to:</p> <ul style="list-style-type: none"> •Develop friendships with other children. •Play with increasing confidence on their own and with other children, because they know their key person is nearby and 	<p>Families are important for children because they give them love, security & stability.</p>	<p>Characteristics of a healthy family life, commitment to each other including in times of difficulty, protection and care for children</p>	<p>How to recognise if family relationships are making them feel happy or unsafe and how to seek help from others if needed.</p>	<p>The importance of respecting others even when they are very different from them or make different choices or have different preferences or beliefs.</p>	<p>That marriage represents a formal and legally recognised commitment of two people to each other which is</p>	<p>The importance of self-respect and how it links to their own happiness.</p>

<p>available.</p> <ul style="list-style-type: none"> •Make connections between the features of their family and other families. •Notice differences between people. <p>In nursery, children will learn to:</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. •Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Become more outgoing with unfamiliar people, in the safe context of their setting. •Show more confidence in new social situations. • Develop appropriate ways of being assertive. •Talk with others to solve conflicts. • Continue developing positive attitudes about the differences between people. • Begin to make sense of their own life-story and family's history. <p>In Reception, children will learn to:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. •Think about the perspectives of others. •Talk about members of their immediate family and community. • Recognise that people have different beliefs and celebrate special times in different ways. <p>At the end of Reception children are expected to:</p>	<p>Other families in school or in the wider world sometimes look different from their family but that they should respect those differences and know that families are characterised by love and care.</p>	<p>and other family members.</p> <p>The importance of spending time together and sharing each other's lives.</p>			<p>intended to be lifelong.</p> <p>Same sex & forced marriage.</p>	
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<ul style="list-style-type: none"> •Work and play cooperatively and take turns with others. •Form positive attachments to adults and friendships with peers. •Show sensitivity to their own and to others' needs. • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. 						
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Summer 2 Healthy Body						
EYFS (Taught throughout the year)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In the 2 year room, children will learn to:</p> <ul style="list-style-type: none"> •Learn to use the toilet with help, and then independently. <p>In Nursery, children will learn to:</p> <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<p>Personal hygiene and germs including bacteria and viruses. How they are spread and treated, and the importance of handwashing.</p> <p>Dental health and the benefits of</p>	<p>What constitutes a healthy diet.</p> <p>The characteristics and mental and physical benefits of a healthy lifestyle.</p>	<p>Characteristics of a poor diet and risks associated with unhealthy eating.</p> <p>Risks associated with an inactive lifestyle including obesity.</p>	<p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.</p> <p>The impact of alcohol on diet and exercise.</p>	<p>The principles of planning and preparing a range of healthy meals.</p> <p>How to recognise early signs of physical illness such as weight loss or unexplained</p>	<p>The facts and science relating to allergies, immunisation, and vaccination.</p> <p>Gangs</p>

<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing <p>In Reception, children will learn to:</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> • 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 <p>At the end of Reception children are expected to:</p> <ul style="list-style-type: none"> •Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>good oral hygiene and dental flossing including regular check-ups to the dentist.</p>				<p>changes to the body.</p>	
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