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| **National Curriculum Target Area:** Health and wellbeing- Healthy mind | | | | | | | | | | | | |
| **EYFS** | | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
| **Nursery:**  Talk about feelings using words like happy, sad angry and worried.  (Personal, Social and Emotional Development)  Understand gradually how others might be feeling.  (Personal, Social and Emotional Development)  Select and use activities and resources, with help when needed.  (Personal, social and Emotional Development) | | Identify that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. | | Recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  Identify simple self-care techniques | | Judge whether what they are feeling and how they are behaving is appropriate and proportionate.  Identify the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | | Understands isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  Understands the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  Identify simple self-care techniques, including the importance of rest. | | Identifies where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  Identify simple self-care techniques, including time spent with friends and family and the benefits of hobbies and interests. | | Identify that mental wellbeing is a normal part of daily life, in the same way as physical health  Understands it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  Aware that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. |
| **Reception:**  See themselves as a valuable individual.  Express their feelings and consider feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  (Personal, Social and Emotional Development)  Use talk to work out problems and organise thinking and activities.  (Communication and Language.) | |
| **ELG:**  Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  (Personal, Social and Emotional Development- Self regulation)  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  (Personal, Social and Emotional Development- managing self)  Express their ideas and feelings about their experiences.  (Communication and Language- Speaking) | |
| **National Curriculum Target Area:** **Health and wellbeing- Healthy body** | | | | | | | | | | | | |
| **EYFS** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| **Nursery:**  Be increasingly independent in meeting their own care needs.  (Personal, Social and Emotional Development)  Make healthy choices about food, drink, activity and tooth brushing.  (Personal, Social and Emotional Development)  Be increasingly independent as they get dressed and undressed.  (Physical development) | Understands about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  Understands about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist | | Understands what constitutes a healthy diet (including understanding calories and other nutritional content).  Identify the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. | | Understands the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)  Identify the risks associated with an inactive lifestyle (including obesity). | | Understands the risks associated with an inactive lifestyle (sleep focus).  Understands the importance of building regular exercise and life choices into daily and weekly routines and how to achieve this.  Identify the characteristics and mental and physical benefits of an active lifestyle. | | Identify the principles of planning and preparing a range of healthy meals.  Identify how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  Understands how and when to seek support including which adults to speak to in school if they are worried about their health | | Understands the facts and science relating to allergies, immunisation and vaccination. | |
| **Reception:**  Manage their own needs- personal hygiene  (Personal, Social and Emotional Development)  Know and talk about the different factors that support their overall health and wellbeing.  (Personal, Social and Emotional Development) |
| **ELG:**  Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding healthy food choices.  (Personal, Social and Emotional Development- Managing self) |

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| **National Curriculum Target Area:** **Relationships- Caring relationships** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Nursery:**  Start a conversation with an adult or a friend and continue it for many turns.  (communication and language)  Play with one of more children, extending and elaborating play ideas.  (Personal, Social and Emotional Development)  Continue developing positive attitudes about the differences between people.  (Understand the World) | Understand how important friendships are in making us feel happy and secure, and how people choose and make friends  Understand the conventions of courtesy and manners. | Can identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. | Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  Identify practical steps they can take in a range of different contexts to improve or support respectful relationships. | Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. | Can identify how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | Can identify practical steps they can take in a range of different contexts to improve or support respectful relationships. |
| **Reception:**  Build constructive and respectful relationships.  Think about the perspective of others.  (Personal, Social and Emotional Development)  Develop social phrases.  (Communication and Language) |
| **ELG:**  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focussed 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 – Self-regulation)  Hold conversation when engaged in back and forth exchanges with their teachers and peers.  (Communication and Language- Listening, Attention and Understanding) |

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| **National Curriculum Target Area:** **Relationships- Healthy relationships** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Nursery:**  Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.  (Communication and language)  Help to find solutions to conflicts and rivalries.  Talk with others to solve conflicts.  (Personal, Social and Emotional Development)  Begin to make sense of own life-story and family’s history.  (Understanding the World)  Develop appropriate ways of being assertive  Show more confidence in new social situations.  (Personal, Social and Emotional Development) | Understands that families are important for children growing up because they can give love, security and stability  Understands that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. | Understands the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. | Understands how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | Can identify that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  Understands the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. | Understands that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | Understands the importance of self-respect and how this links to their own happiness. |
| **Reception:**  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  (Understanding the World) |
| **ELG:**  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships and peers.  Show sensitivity to their own and others’ needs.  (Personal, Social and Emotional Development- Building Relationships) |

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| **National Curriculum Target Area:** **Living in the wider world- Keeping safe** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Nursery:**  Become more outgoing with unfamiliar people, in the safe context of their setting.  (Personal, Social and Emotional Development)  Increasingly follow rules, understanding why they are important.  (Personal, Social and Emotional Development)  Remember rules without needing an adult to remind them.  (Personal, Social and Emotional Development) | Understands how to make a clear and efficient call to emergency services if necessary.  Understand concepts of basic first-aid  Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  Know the importance of permission-seeking and giving in relationships with friends, peers and adults. | Understand how to make a clear and efficient call to emergency services if necessary.  Understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. | Understand the facts about legal and illegal harmful substances and associated risks, including smoking.  Know about different types of bullying (including cyberbullying), the impact of bullying and how to get help.  Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  Know how to report concerns or abuse and where to get advice. | Understands the facts about legal and illegal harmful substances and associated risks, including alcohol use.  Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult).  Know how to recognise and report feelings of being unsafe or feeling bad about any adult.  Knows how to ask for advice or help for themselves or others, and to keep trying until they are heard.  Knows how to report concerns or abuse, and the vocabulary and confidence needed to do so. Knows where to get advice e.g. family, school and/or other sources. | Can identify key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  Understands about menstrual wellbeing including the key facts about the menstrual cycle.  Identify what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | Understands the facts about legal and illegal harmful substances and associated risks, including drug-taking.  Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries.  Identify key facts about puberty and the changing adolescent body including changes in all areas.    Identify what a stereotype is, and how stereotypes can be unfair, negative or destructive.  Knows how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  Identify a range of sources for support and advice in school, home and wider community. |
| **Reception:**  Further develop the skills they need to manage the school day successfully.  -lining up  -mealtimes  (Physical Development) |
| **ELG:**  Negotiate space and obstacles safely, with consideration for themselves and others.  (Physical Development- Gross Motor Skills)  Explain the reasons for rules, know right from wrong and try to behave accordingly.  (Personal, Social and Emotional Development- Managing Self) |

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| **National Curriculum Target Area:** **Living in the wider world- Online safety/ environment/ money** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Nursery:**  Develop sense of responsibility and membership of a community.  (Personal, Social and Emotional Development)  Show interest in different occupations (Understanding the World) Know that there are different countries in the world and talk about differences seen.  (Understanding the World | Understands that for most people the internet is an integral part of life and has many benefits.  Knows the importance of respect for others online including when we are anonymous.  Identify ways to support the local environment.  Begins to understand uses for money. | Understands about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  Identify ways to support the local environment.  Begins to understand spending and saving purposes. | Understands how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  Knows that people sometimes behave differently online, including by pretending to be someone they are not.  Knows how information and data is shared and used online.  Identifies our rights and duties within a community.  Engages with an enterprise project. | Knows that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  Knows that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.  Understands sustainability across the world.  Understands how to manage money. | Knows why social media, some computer games and online gaming, for example, are age restricted.  Knows the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  Knows how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  Identifies rights, responsibilities and duty to the wider world.  Understands about individuals finances. | Knows where and how to report a variety of concerns and get support with issues online.  Knows how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  Understands resource allocation in the environment.  Engages and leads an enterprise project. |
| **Reception:**  Recognise that people have different beliefs and celebrate special times in different ways.  (Understanding the World) |
| **ELG:**  Talk about the lives of people around them and their roles in society.  (Understanding the World- Past and Present) |