



Living in the Wider World

Nursery

- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.

Year 1

How do we feel?

- what money is - that money comes in different forms
- how money is obtained (e.g. earned, won, borrowed, presents)
- how people make choices about what to do with money, including spending and saving
- the difference between needs and wants - that people may not always be able to have the things they want
- how to keep money safe and the different ways of doing this

How can we look after each other and the world?

- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
- the responsibilities they have in and out of the classroom
- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group

Year 3

What makes a community?

- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community; how different groups make up the wider/local community around the school
- how the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to them

Year 5

What jobs would we like to do?

- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs
- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

What decisions can people make with money?

- how people make decisions about spending and saving money and what influences them
- how to keep track of money so people know how much they have to spend or save
- how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- how to recognise what makes something 'value for money' and what this means to them

Year 7

Developing skills and aspirations

- Careers, teamwork and enterprise skills

Financial decision making

- Saving, borrowing and budgeting

Reception

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Show resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Year 2

What jobs do people do?

- how jobs help people earn money to pay for things they need and want
- about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life

How can we look after each other and the world?

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Year 4

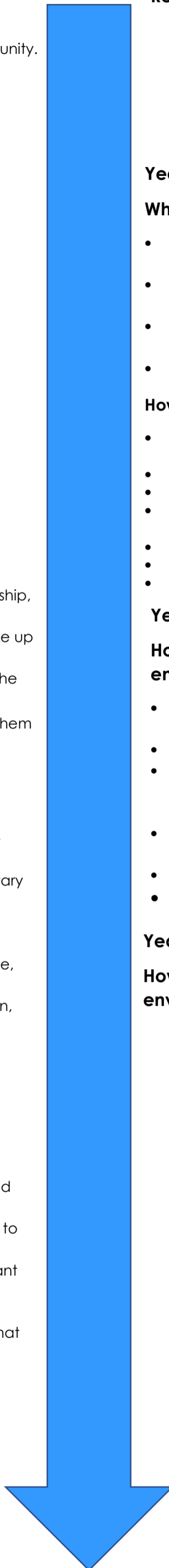
How can our choices make a difference to others and the environment?

- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way

Year 6

How can our choices make a difference to others and the environment?

- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how text and images can be manipulated or invented; strategies to recognise this
- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- to discuss and debate what influences people's decisions, taking into consideration different viewpoints
- how to carry out personal responsibilities in a caring and compassionate way





Health and Well-being

Nursery

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Year 1

What helps us stay healthy?

- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

Who helps us stay safe?

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say? (Including Online)
- how to respond safely to adults they don't know (Including Online)
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard

Year 3

Why should we eat well and look after our teeth?

- how to eat a healthy diet and the benefits of nutritionally rich foods
- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how people make choices about what to eat and drink, including who or what influences these
- how, when and where to ask for advice and help about healthy eating and dental care

Year 5

How can we help in an accident or emergency?

- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- that if someone has experienced a head injury, they should not be moved
- when it is appropriate to use first aid and the importance of seeking adult help
- the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

What makes up our identity?

- how to recognise and respect similarities and differences between people and what they have in common with others
- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- how to challenge stereotypes and assumptions about others
- how you are responsible for your online identity

Year 7

- Transition to secondary school and keep ourselves safe inside and outside school

Reception

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally challenge.

Year 2

What helps us grow and stay healthy?

- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday
- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun

How do we recognise our feelings?

- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

Year 4

How can we manage risks in different places?

- how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence including online
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Year 6

How can our choices make a difference to others and the environment?

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including:
 - » how to plan a healthy meal
 - » how to stay physically active
 - » how to maintain good dental health, including oral hygiene, food and drink choices
 - » how to benefit from and stay safe in the sun
 - » how and why to balance time spent online with other activities
 - » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
 - » how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them



Nursery

- Play with one or more other children, extending and elaborating play ideas.
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Year 1

Who are the people who care for me?

- Identify the important relationships in my life and those that provide love.
- Describe a family and understand that all families are special and different.
- Recognise the different ways our special people care for us and how we can care for them in return.
- Identify similarities and differences in people.
- Recognise that we are all equal and that it is acceptable to be different.
- Respect and value difference this

How are boys and girls similar?

- Describe similarities and differences between ourselves and others
- Name the main parts of the body
- Name body parts including male and female genitalia.

Year 3

What is personal space?

- List reasons why touch is important
- Describe what kind of physical contact is acceptable or unacceptable.
- Define and explain consent.
- Describe how to respond to unacceptable contact.
- Define what is personal space.

What does a healthy relationship look like?

- Describe what makes a relationship unhealthy
- Understand how to develop positive relationships, including recognising and responding to someone feeling lonely.
- Identify who to talk to if worried and required support
- Define the meaning of respect in relationships and the importance of working with others collaboratively
- Listen to others and respond or challenge other views appropriately
- Understand the importance of respecting other people's feelings

Year 5

What is puberty?

- Label the main parts of the body, including genitalia.
- Define puberty and list physical and emotional changes that happen to boys and girls during puberty as they change into adults, and able to reproduce.
- Describe how periods affect girls both physically and emotionally
- Explain the steps required to look after my body during puberty and how to manage my personal hygiene.
- Name different relationships in my life.
- List the roles of those that care for me.
- Describe what a healthy relationship looks like.
- Know who I would approach for help

What is unwanted touch? What is FGM?

- Recognise that my body belongs to me and recall how to protect my body
- Explain and explore consent and right to reject inappropriate or unwanted touch
- Describe inappropriate and appropriate touch
- Explain the right to privacy and where on my body is private
- Label the female reproductive organs
- Recall simple facts about FGM and understand why it is never acceptable.
- List where to access support if I was worried or concerned about this topic.

Relationships and SRE

Reception

- Build constructive and respectful relationships.
- Think about the perspectives of others
- Form positive attachments to adults and friendships with peers.

Year 2

What is fair, unfair, kind and unkind?

- Recognise what is fair and unfair behaviour
- Give examples of kindness and unkind behaviours
- What is the difference between right and wrong?

What happens when our body grows young to old?

- Develop understanding that all living things including humans start life as babies
- Identify key stages in the human life cycle
- Explore how I have changed since I was a baby
- Recognise I have the right to protect my body from inappropriate or unwanted contact.
- Explain consent and the right to protect my body from inappropriate or unwanted contact.
- Label the parts of the body that are private.
- Explain who they would speak to if their privacy was not respected.

Year 4

What is diversity?

- identify how we are the same in some ways and different in others.
- Recognise diversity in my community.
- Describe the groups I am part of.

Do boys and girls have different roles?

- Recognise common stereotypes about men and women.
- Explain what 'stereotype' and 'discrimination' means.
- Reflect and challenge stereotypes I hear.
- Remember the main parts of the body for boys and girls.
- Describe the key body changes when boys and girls become adults
- Explain how to keep clean as I grow.

Year 6

What changes can happen in my life?

- Identify as we grow and change, we have increased independence and responsibility.
- Describe how to keep safe with increased independence (including online)
- Explain why I have more responsibilities as I grow older.
- Identify reasons why transition may be challenging.
- Identify positive qualities and expectations for different relationships
- Describe different types of relationships including marriage.
- Define forced marriage
- Explore consent within a relationship.
- Label male and female body parts associated with conception and pregnancy.
- Explain a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the womb.
- Define the term reproduction.
- Describe what pregnancy is, where it occurs and how long it takes in a human.

Year 7

- Self worth, romance, friendships and relationship boundaries

