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# High View Primary School



**Opportunities to Thrive**

# **PSHE**

## **Relationships Education and Health Education Policy**

**Summer Term 2024**

Date of review: Autumn Term 2026

## Contents

	<b>Page Number</b>
Rationale	4
Definition	4
Aims	4
Statutory Requirements	5
	5
Curriculum	6
Delivery	6
Roles and Responsibilities	7
Rights to Withdraw	7
Appendix 1 - DfE statutory statements	8-9
Appendix 2 - Overview of PSHE curriculum at High View	Attachment

## **Rationale:**

'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise' – Secretary of State Foreword from DfE.

This document details how Relationships and Health Education is taught at High View. Details for how the RSE curriculum will be taught can be found in the school's RSE policy.

Subject content relating to Relationships Education and Health Education is vast and reaches all areas of school life, therefore, this policy should be read in conjunction with the following policies:

Child protection and Safeguarding, Healthy Schools, Curriculum, Online-safety, Behaviour, Inclusion, RE, Anti-bullying, Collective Worship, and Educational Visits.

## **Definition**

PSHE - Personal, Social, and Health Education. This develops an understanding of the world we live in, human emotions and keeping healthy.

Relationships Education - (Statutory definition) teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

## **Aims**

At High View, Relationships Education is taught mainly through the high quality and comprehensive PSHE curriculum. However; P.E, Science, Computing, D.T and other subjects also support the teaching and learning requirements as prescribed in the guidance. Each lesson and topic will be catered and refined to benefit the needs of our children in our community.

The aims of PSHE at High View are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions

- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Statutory requirements**

At High View, we follow the DfE guidance to shape the main topics of our PSHE curriculum. Below are the statutory topics children will learn at High View. See Appendix A for an overview of what this looks like for each year group at High View.

- **Families and people who care for me**

Which includes children learning about different relationships, healthy family life, stable relationships, recognising when they feel safe and unsafe and marriage (including both opposite and same sex marriage).

- **Caring friendships**

Which includes how to make and maintain happy and healthy friendships, recognising when they feel safe and unsafe, understanding friendships and emotions and the characteristics of good friendships.

- **Respectful relationships**

Which includes the importance of respecting others, how to improve or support respectful relationships, manners, self-respect, expect to be treated with respect by others, understanding respecting authority, permission-seeking and what a stereotype is.

- **Online relationships**

Which includes understanding how to keep safe online, how to tell facts from fiction, being aware of online friendships and how data is shared online.

- **Being safe**

Which includes understanding boundaries, concept of privacy, their body belongs to them, safe and unsafe physical contact, the PANTS rule, basic first aid, how to recognise and report feelings of being unsafe, understanding vocabulary of abuse and how to recognise and report it for themselves and others and where to get advice.

For more detailed information about the learning under each topic, see appendix 1 or follow this link to the DfE website: [By the end of primary statutory guidance DfE](#)

## **Curriculum**

Alongside the statutory requirements in PSHE, children at High View will also be building an understanding of themselves in our Health and Wellbeing topics. These will involve learning about how to keep healthy, personal hygiene, maintaining a healthy balanced diet and how to take care of their mental wellbeing.

The knowledge and attributes gained through the PSHE curriculum will support each pupil's wellbeing and attainment and help them to become successful and happy adults that make a meaningful contribution to society. Pupils will leave High View with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

In addition to academic subject matter, pupils are encouraged to take part in a wide range of activities and experiences beyond the curriculum, contributing fully to the life of the school and community.

## **Delivery**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care about me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe
- Living in the Wider World
- Basic First Aid

These topics are covered throughout both Key Stage One and Key Stage Two, with linking Early Years targets being taught in line with school themes. Throughout their learning, children develop key concepts to further their understanding of relationships and how to keep themselves safe and healthy.

Our PSHE education is taught in allocated 45 minutes – 1 hour sessions once a week. However, as PSHE includes the teaching of fundamental skills for day to day life, circle times, class assemblies and reflection times can also be used to cover needs as they arise to support the development of children within our school.

We ensure the curriculum is broad and balanced by following the guidance and schema from the PSHE Association and Kapow learning. This enables us to tailor the PSHE curriculum to meet the specific needs within our school community.

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **Staff**

Staff are responsible for:

Planning and delivering PSHE in a sensitive way, ensuring all learning environments are 'safe'

Modelling positive attitudes to Relationships and Health Education

Monitoring progress

Planning baseline assessments to review prior learning and clearly view outcomes

Responding to the needs of individual pupils

Responding appropriately to questions or queries from pupils or parents regarding topics within the PSHE curriculum that may be sensitive.

*'Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.'*

DfE [Statutory guidance Relationships Education \(Primary\)](#) (July 2019)

### **PSHE Lead**

The subject leader for PSHE is responsible for monitoring the teaching and learning of PSHE and Relationships Education alongside the Senior Leadership Team. Providing much valued updates to ensure that our pupils receive the very best PSHE and Relationships Education and Health Education.

### **Rights to withdraw**

From September 2020 all learning within Relationships Education and Health Education will be statutory. This means that all children will need to be in attendance of lessons and therefore cannot be withdrawn from these lessons.

## Appendix 1 - DfE Statutory Guidance

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>· That families are important for children growing up because they can give love, security and stability</li><li>· 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</li><li>· 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</li><li>· 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</li><li>· That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>· How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>· How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>· The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>· That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>· 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</li><li>· 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</li></ul>

Respectful relationships	<ul style="list-style-type: none"><li>·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</li><li>·Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>·The conventions of courtesy and manners</li><li>·The importance of self-respect and how this links to their own happiness</li><li>·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</li><li>·About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>·What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>·The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
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## Appendix 2 - Overview of PSHE curriculum at High View

**Highlighted** - vocabulary that would have been taught before (or will in future topics) - secure understanding needed and links to other topics to be made

Red font - links to other topics

Blue font – statutory national curriculum

Some topics may be repeated in a couple of year groups, this is to cover any gaps formed due to new curriculum or school closure.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>(Targets not taught in specific order but been placed to link with rest of schools focus)</p> <p><b>Self – confidence and self-awareness</b></p> <p>22-36 months - Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>30-50 months - Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will</p>	<p><b>Aut 1 Relationships Ed (family and people who care about me)</b></p> <p><b>Me and my family</b></p> <p>Who looks after me? What makes a family? What is a family? Why is my family important?</p> <p><b>(Caring relationships)</b></p> <p><b>Me and my friends</b></p> <p>What is a good friend? How can I be a good friend? How do good friends make me feel? What is anti-bullying week?</p> <p><b>Ongoing online safety</b></p> <p><b>Managing online information</b></p> <p>I can use the internet to find things out. I can use simple keywords in search engines. I can describe and demonstrate how to get help from a trusted</p>	<p><b>Aut 1 Relationships Ed (family and people who care about me)</b></p> <p><b>Me and my family</b></p> <p>Who looks after me and how do we help each other? Why is it important to spend time with family? What does a family look like? How do families keep me safe?</p> <p><b>(Caring relationships)</b></p> <p>What makes a good friend? Why are friends important? How can I be a positive friend? What is a trusting friend and what do I do if something goes wrong?</p> <p><b>Ongoing online safety</b></p> <p><b>Managing online information</b></p> <p>I can use keywords in search engines. I can demonstrate how to navigate a simple</p>	<p><b>Aut 1 Relationships Ed (family and people who care about me)</b></p> <p>What makes a family? (may include discussion on different types of family in school or wider world) How do families support each other? What do I do if I don't feel safe?</p> <p><b>(Caring relationships)</b></p> <p>How do we choose friends? Why are friends important? How do I keep a positive friendship?</p> <p><b>Ongoing online safety</b></p> <p><b>Managing online information</b></p> <p>I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion.</p>	<p><b>Aut 1 Relationships Ed (family and people who care about me)</b></p> <p>How can we show we are caring? (Relationships at home, online and in school) Why is it important to have caring relationships? What can I do if I feel unhappy or unsafe? What is marriage? (includes discussion on different types of family and marriage)</p> <p><b>(Caring relationships)</b></p> <p>What is a healthy friendship? Why are friends important to us? How do they help our well-being? How do I keep a good friendship? What do I do if I feel unhappy with my friend?</p> <p><b>Ongoing online safety</b></p>	<p><b>Aut 1 Relationships Ed (family and people who care about me)</b></p> <p>What makes a relationship? How does showing I care help others around me? How can I keep good relationships to those close to me? Why are caring relationships so important? What do I do if a relationship is making me feel unhappy? What is marriage? (includes discussion on different types of family and marriage)</p> <p><b>(Caring relationships)</b></p> <p>Why are our relationships so important? What does a healthy friendship look like? What is trust? How do we know who we can trust?</p>	<p><b>Aut 1 Relationships Ed (family and people who care about me)</b></p> <p>What makes a relationship? How do caring relationships help others? Why are caring relationships so important? How can I show caring relationships at home? What do I do if a relationship is making me feel unsafe? Is marriage important?</p> <p><b>(Caring relationships)</b></p> <p>Why are good relationships good for us? How do relationships affect us? When do we trust someone? How do we know we can trust them? How can I strengthen a friendship?</p>

<p>communicate freely about their home and community.</p> <ul style="list-style-type: none"> <li>Shows confidence in asking adults for help.</li> </ul> <p>40-60+ months -</p> <ul style="list-style-type: none"> <li>Confident to speak to others about their own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul> <p><b>People and communities</b></p> <p>22-36 months</p> <p>Has a sense of own immediate family and relations.</p> <ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from</li> </ul>	<p>adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened .</p> <p><b>Copyright and ownership</b></p> <p>I can explain why the work I create using technology belongs to me.</p> <p>I can say why it belongs to me</p> <p>I can save my work so that others know it belongs to me</p>	<p>webpage to get to information I need</p> <p>I can explain what voice activated searching is and how it might be used</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p> <p><b>Copyright and ownership</b></p> <p>I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>	<p>I can explain how the internet can be used to sell and buy things.</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'</p> <p><b>Copyright and ownership</b></p> <p>I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>I can give examples of what those problems might be.</p>	<p><b>Managing online information</b></p> <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> <p>I understand what criteria have to be met before something is a 'fact'.</p> <p>I can describe how I can search for information within a wide group of technologies.</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers/pop-ups) and can recognise when they appear online.</p> <p>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p><b>Copyright and ownership</b></p> <p>When searching on the internet for content to use, I can explain why I</p>	<p>What can we do to keep good friends? What can we do if we fall out?</p> <p><b>Ongoing online safety</b></p> <p><b>Managing online information</b></p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Friendships are worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>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.</p> <p><b>Copyright and ownership</b></p> <p>I can assess and justify when it is acceptable to use the work of others.</p>	<p>What should I do if a friendship goes wrong?</p> <p><b>Ongoing online safety</b></p> <p><b>Managing online information</b></p> <p>I can use different search technologies.</p> <p>I can evaluate digital content and can explain how I make choices from search results.</p> <p>I can explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence.</p> <p>I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).</p> <p>I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can explain what is meant by a 'hoax'.</p> <p>I can explain why I need to think carefully</p>
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<p>own family and cultural background, e.g. making and drinking tea.</p> <ul style="list-style-type: none"> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>40-60+ months</b></p> <p>Enjoys joining in with family customs and routines.</p>				<p>need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples.</p>	<p>I can give examples of content that is permitted to be reused</p>	<p>before I forward anything online.</p> <p>I can explain why some information I find online may not be honest, accurate or legal.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p> <p><b><u>Copyright and ownership</u></b></p> <p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused.</p>
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<p>Early Learning Goal</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>						
<p>Key vocabulary</p> <p>Family and people who care about me  Family  Friends  Caring  Trust  Love</p> <p>Caring relationships  Share  Friends  Joining in</p>	<p>Key vocabulary</p> <p>Family and people who care about me  Family  Friends  Caring  Trust  Love</p> <p>Trusted adult  Carer  Security  Safety  Relationship</p> <p>Caring relationships  Share  Friends  Joining in  Good friend  Kindness  Negative unkind  Bullying  Happy friendships  Secure</p>	<p>Key vocabulary</p> <p>Family and people who care about me  Family  Friends  Caring  Trust  Love</p> <p>Trusted adult  Carer  Security  Safety  Relationship</p> <p>Caring relationships  Share  Friends  Joining in  Good friend  Kindness  Negative unkind  Bullying  Happy friendships  Secure</p>	<p>Key vocabulary</p> <p>Family and people who care about me  Trusted adult  Carer  Security  Safety  Relationship</p> <p>Quality time  Support  different /differences  Respect  Change  Caring relationship</p> <p>Caring relationships  Good friend  Kindness  Negative unkind  Bullying  Happy friendships  Secure  Positive  Faith</p>	<p>Key vocabulary</p> <p>Family and people who care about me  Trusted adult  Carer  Security  Safety  Relationship</p> <p>Quality time  Support  different /differences  Respect  Change  Caring relationship  Marriage</p> <p>Caring relationships  Good friend  Kindness  Negative unkind  Bullying  Happy friendships  Secure  Positive</p>	<p>Key vocabulary</p> <p>Family and people who care about me  Quality time  Support  different /differences  Respect  Change  Caring relationship  Marriage</p> <p><b>Bond</b>  <b>Good relationships</b>  <b>Positive</b>  <b>Appreciative</b></p> <p>Caring relationships  Positive friendships  Relationships  Compromise  Agreement  Disagreement  Well being  Unhappy friendship  Solution  (honesty)</p>	<p>Key vocabulary</p> <p>Family and people who care about me  Quality time  Support  different /differences  Respect  Change  Caring relationship  Marriage</p> <p><b>Bond</b>  <b>Good relationships</b>  <b>Positive</b>  <b>Appreciative</b></p> <p>Caring relationships  Positive friendships  Relationships  Compromise  Agreement  Disagreement  Well being  Unhappy friendship  Solution  (honesty)</p>

	<p>Positive Faith Values Opinions</p> <p>Managing online information Internet Key words Search engine Trusted adult Safe Worried Negative Positive Information Fact / real / true Fiction / imaginary Trusted website Website Home Forward Backwards Voice activated</p> <p>Copyright and ownership Work Create Own belong /belongs Save File name Document Ownership</p>	<p>Positive Faith Values Opinions</p> <p>Managing online information Internet Key words Search engine Trusted adult Safe Worried Negative Positive Information Fact / real / true Fiction / imaginary Trusted website Website Home Forward Backwards Voice activated</p> <p>Copyright and ownership Work Create Own belong /belongs Save File name Document Ownership</p>	<p>Values Opinions Positive friendships Relationships Compromise Agreement Disagreement Well being Unhappy friendship Solution (honesty)</p> <p>Managing online information Internet Key words Search engine Trusted adult Safe Worried Negative Positive Information Fact / real / true Fiction / imaginary Trusted website Website Home Forward Backwards Voice activated Fact Fiction Voice activated Autocomplete Technologies Advertising Computer programmes</p> <p>Copyright and ownership Work Create Own belong /belongs Save File name Document Ownership</p>	<p>Faith Values Opinions Positive friendships Relationships Compromise Agreement Disagreement Well being Unhappy friendship Solution (honesty)</p> <p>Managing online information Internet Key words Search engine Trusted adult Safe Worried Negative Positive Information Fact / real / true Fiction / imaginary Trusted website Website Home Forward Backwards Voice activated Fact Fiction Voice activated Autocomplete Technologies Advertising Computer programmes</p> <p>Copyright and ownership Work Create Own belong /belongs Save File name Document</p>	<p>Trust Honesty Relationship Balance Give and take earn/earnt (trust) Strengthen friendships Responsibility</p> <p>Managing online information Fact Fiction Voice activated Autocomplete Technologies Advertising Computer programmes Social media Relationship Friendship (online) Safety worry Comfortable Uncomfortable Profile Online personality Online profile Digital content Mis-information Dis-information mislead/misleading Sceptical</p> <p>Copyright and ownership Content Ownership Copyright Permission Reuse Access Justify Permitted Acceptable</p>	<p>Trust Honesty Relationship Balance Give and take earn/earnt (trust) Strengthen friendships Responsibility</p> <p>Managing online information Fact Fiction Voice activated Autocomplete Technologies Advertising Computer programmes Social media Relationship Friendship (online) Safety worry Comfortable Uncomfortable Profile Online personality Online profile Digital content Mis-information Dis-information mislead/misleading Sceptical</p> <p>Copyright and ownership Content Ownership Copyright Permission Reuse Access Justify Permitted Acceptable</p>
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<p><b><u>Managing feelings and behaviour</u></b> 22-36 months</p> <ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed.</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>• Responds to the feelings and wishes of others.</li> <li>• Aware that some actions can hurt or harm others.</li> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>• Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>	<p><b><u>Aut 2 Health and Well Being (Mental wellbeing 1)</u></b></p> <p>What are emotions? What could make me feel this way? Is it ok? How to act when I feel a certain way. What makes me happy?</p> <p><b><u>Ongoing online safety Health wellbeing and lifestyle</u></b></p> <p>I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules.</p> <p><b><u>(Basic hygiene) Me and my body</u></b></p> <p>How do I keep my teeth healthy? How do I stay safe and healthy?</p>	<p><b><u>Aut 2 Health and Well Being (Mental wellbeing 1)</u></b></p> <p>What are emotions and moods? Is it OK to have different moods? Is there a way I can help improve my mood? What do I do if I can't improve my mood? How can I help myself?</p> <p><b><u>Ongoing online safety Health wellbeing and lifestyle</u></b></p> <p>I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me.</p> <p><b><u>(Basic hygiene)</u></b></p> <p>How do I keep my teeth healthy? How do I stay safe and healthy?</p>	<p><b><u>Aut 2 Health and Well Being (Mental wellbeing 1)</u></b></p> <p>How can I help myself be happy?/What can I do to improve my mood? How does exercise help my mood? Why is sleep important? What is a mood and what can affect it? How do I know what I am feeling? Who can I turn to if I feel worried about myself or someone else? How can I help myself?</p> <p><b><u>Ongoing online safety Health wellbeing and lifestyle</u></b></p> <p>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p> <p><b><u>Basic hygiene</u></b></p>	<p><b><u>Aut 2 Health and Well Being ((Mental wellbeing 1)</u></b></p> <p>How does sleep help my health and well-being? Why do we feel different emotions? How can we tell what emotion we are feeling? What can I do to improve my mood? Why is it important to talk about our emotions? How can I help myself and others?</p> <p><b><u>Ongoing online safety Health wellbeing and lifestyle</u></b></p> <p>I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time.</p>	<p><b><u>Aut 2 Health and Well Being (Mental wellbeing 1)</u></b></p> <p>What is mental wellbeing? Why is it so important? What can I do to help my mental wellbeing? We all have emotions, let's talk about it! Why should we talk about it? How does sleep help my health and well-being? Why do we feel different emotions? How can we tell what emotion we are feeling? What can I do to improve my mood? Why is it important to talk about our emotions? How can I help myself and others?</p> <p><b><u>Ongoing online safety Health wellbeing and lifestyle</u></b></p> <p>I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice</p>	<p><b><u>Aut 2 Health and Well Being (Mental wellbeing 1)</u></b></p> <p>Why is mental wellbeing so important? What can I do to improve my mental wellbeing? How can I tell when I need to do more to improve my mental wellbeing? We all have emotions, let's talk about it! Why is this so important? How does sleep help my health and well-being? Why do we feel different emotions? How can we tell what emotion we are feeling? What can I do to improve my mood? Why is it important to talk about our emotions? How can I help myself and others?</p> <p><b><u>Ongoing online safety- Health</u></b></p>

<p>30-50 months</p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p>40-60+ months</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <ul style="list-style-type: none"> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems w</li> </ul>			<p>What can I do to keep my teeth healthy?  How can I keep my teeth healthy? What can I do to keep my skin healthy?  What is bacteria? How can I keep safe?</p> <ul style="list-style-type: none"> <li>- Hand washing experiment with soap, pepper and water (see Dr Ranj video)</li> </ul>	<p><b>Basic hygiene</b>  What can I do to keep my teeth healthy?  How can I keep my teeth healthy? What can I do to keep my skin healthy?  What is bacteria and viruses? How can I keep safe?  What precautions have we kept during COVID 19?  How can we reduce the spread of bacteria?</p>	<p>to promote healthy sleep with regards to technology.</p> <p><b>(Basic hygiene)</b>  What can I do to have good oral hygiene?  Why is washing my hands so important?  Why is personal hygiene so important?  Why do people have immunisations or vaccinations?</p>	<p><b>wellbeing and lifestyle</b></p> <p>I can describe ways technology can affect healthy sleep and can describe some of the issues.  I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> <p><b>(Basic hygiene)</b>  Brief recap of: oral hygiene + its importance  Why is personal hygiene important?  How does it avoid germs and body odours?  Why do people have immunisations or vaccinations?</p>
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<p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>						
<p>Key vocabulary</p> <p>Health and Wellbeing 1 Adult Friend Feelings Happy, sad, cross, worried, scared, sick, hurt Help Trusted adult Talk Share Comfort</p> <p>Basic Hygiene Hands Wash Soap Clean Dirty Before Eating Safe Healthy</p>	<p>Key vocabulary</p> <p>Health and Wellbeing 1 Adult Friend Feelings Happy, sad, cross, worried, scared, sick, hurt Help Trusted adult Talk Share Comfort emotion Feeling Action Happy, sad, upset, worried, hobbies Rules Safe Mood</p> <p>Basic Hygiene</p>	<p>Key vocabulary</p> <p>Health and Wellbeing 1 Adult Friend Feelings Happy, sad, cross, worried, scared, sick, hurt Help Trusted adult Talk Share Comfort emotion Feeling Action Happy, sad, upset, worried, hobbies Rules Safe Mood</p> <p>Basic Hygiene Teeth</p>	<p>Key vocabulary</p> <p>Health and Wellbeing 1 emotion Feeling Action Happy, sad, upset, worried, hobbies Rules Safe Mood Exercise improve Sleep Others Worries Body language Reaction Signs/symptoms Environment Setting Well-being Situation Technology free Off screen time</p>	<p>Key vocabulary</p> <p>Health and Wellbeing 1 emotion Feeling Action Happy, sad, upset, worried, hobbies Rules Safe Mood Exercise improve Sleep Others Worries Body language Reaction Signs/symptoms Environment Setting Well-being Situation Technology free Off screen time Support Care Balance Self care Nature</p> <p>Basic Hygiene Teeth Daily</p>	<p>Key vocabulary</p> <p>Health and Wellbeing 1 Exercise improve Sleep Others Worries Body language Reaction Signs/symptoms Environment Setting Well-being Situation Technology free Off screen time Support Care Balance Self care Nature</p> <p>Basic Hygiene Teeth Daily</p>	<p>Key vocabulary</p> <p>Health and Wellbeing 1 Exercise improve Sleep Others Worries Body language Reaction Signs/symptoms Environment Setting Well-being Situation Technology free Off screen time Support Care Balance Self care Nature</p> <p>Basic Hygiene Teeth Daily</p>



	Teeth Daily Healthy Advice Dentist Safe 2 minutes	Daily Healthy Advice Dentist Safe 2 minutes	Basic Hygiene Teeth Daily Healthy Advice Dentist Safe 2 minutes Teeth Daily Healthy Advice Dentist Safe	Basic Hygiene Teeth Daily Healthy Advice Dentist Safe 2 minutes Teeth Daily Healthy Advice Dentist Safe	Healthy Advice Dentist Safe Odour Cleanliness Personal hygiene Immunisations Vaccination	Healthy Advice Dentist Safe Odour Cleanliness Personal hygiene Immunisations Vaccination
<p><b>The world</b> 22-36 months</p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> </ul> <p>30-50 months</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul>	<p><b><u>Spr 1 Relationships Ed Being safe &amp; Online relationships</u></b> How do I stay safe? (include: stay safe online, road safety, PANTS rule, trusted adults)</p> <p><b><u>Ongoing online safety Privacy and security</u></b> I can recognise more detailed examples of information that is personal to me I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices. <b><u>Online relationships</u></b></p>	<p><b><u>Spr 1 Relationships Ed Being safe + Online relationships</u></b> How do I stay safe? (include: stay safe online, road safety, PANTS rule, trusted adults)</p> <p><b><u>Ongoing online safety Privacy and security</u></b> I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to</p>	<p><b><u>Spr 1 Relationships Ed Being safe</u></b> How do I keep myself safe? (recap road safety, PANTS rule, what to do if hurt or feeling unwell (body parts)) What do I do if I don't feel safe? When might I feel unsafe?</p> <p><b><u>Ongoing online safety Privacy and security</u></b> I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I understand and can give reasons why passwords are important.</p>	<p><b><u>Spr 1 Relationships Ed Being safe</u></b> How do I keep myself safe? (recap road safety, PANTS rule, what to do if hurt or feeling unwell (body parts)) What do I do if I don't feel safe? When might I feel unsafe?</p> <p><b><u>Ongoing online safety Privacy and security</u></b> I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this.</p>	<p><b><u>Spr 1 Relationships Ed Being safe</u></b> How do we stay safe?(recap rules they have learnt previously e.g. road safety, PANTS rule, my body is MY body, street awareness) What are boundaries? How does this help our friendships? Including those online. When can secrets be good and when can they be bad? Who can we tell if we feel unsafe? What do I do if I feel unsafe?</p> <p><b><u>Ongoing online safety Privacy and security</u></b> I can create and use strong and secure passwords. I can explain how many free apps or services</p>	<p><b><u>Spr 1 Relationships Ed Being safe</u></b> How do we stay safe? (recap rules they have learnt previously e.g. road safety, PANTS rule, my body is MY body, street awareness) What are boundaries? Why are boundaries important with friendships? Can secrets be a good thing? When may they not be good? Who can we tell if we feel unsafe? What do I do if I feel unsafe? Where can I get advice from if I feel stuck?</p> <p><b><u>Ongoing online safety Privacy and security</u></b></p>

<ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>Early Learning Goal</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online.</p> <p><b><u>Self-image and identity</u></b> I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</p>	<p>the internet and can list some of those devices.</p> <p><b><u>Online relationships</u></b> I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). I can give examples of how I might use technology to communicate with others I don't know well.</p> <p><b><u>Self-image and identify</u></b> I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p>	<p>I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others.</p> <p><b><u>Online relationships</u></b> <b><u>(PSHE targets)</u></b> Are people who they say they are online? Can I trust they are honest? Why is it important to have manners online? What happens if I don't feel safe online? How do I avoid feeling unsafe online?</p> <p><b><u>Online relationships</u></b> <b><u>(E-safety targets)</u></b> I can describe ways people who have similar likes and interests can get together online. I can explain some risks of communicating online with others I don't know well. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain why I should be careful who I trust online and what information I can trust them with.</p>	<p>I can explain how internet use can be monitored.</p> <p><b><u>Online relationships</u></b> <b><u>(PSHE targets)</u></b> Can we trust people to be honest online? Why is it important to have respect for others online? (include an understanding of how data is shared online) What can I do if I feel unsafe? (Including how to report)</p> <p><b><u>Online relationships</u></b> <b><u>(E-safety targets)</u></b> I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can describe strategies for safe and fun experiences in a range of online social environments.</p>	<p>may read and share my private information with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p> <p><b><u>Online relationships</u></b> <b><u>(PSHE targets)</u></b> What is an online personality? Do all people show their true selves online? Do people act the same online as in real life? Why do we need to show respect online? How do I know if something is unsafe online? What are the risks of making friends online? How is information shared online?</p> <p><b><u>Online relationships</u></b> <b><u>(E-safety targets)</u></b> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/ fault.</p>	<p>I can create and use strong and secure passwords. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p><b><u>Online relationships</u></b> <b><u>(PSHE targets)</u></b> What is an online personality? Do all people show their true selves online? Do people act the same online as in real life? Why do we need to show respect online? How do I know if something is unsafe online? What are the risks of making friends online? How is information shared online?</p> <p><b><u>Online relationships</u></b> <b><u>(E-safety targets)</u></b> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/ fault.</p>
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			<p>I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p><b><u>Self-image and identify</u></b></p> <p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p>	<p>I can give examples of how to be respectful to others online.</p> <p><b><u>Self-image and identify</u></b></p> <p>I can explain how my online identity can be different to the identity I present in 'real life'.</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p>	<p>I can make positive contributions and be part of online communities.</p> <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p> <p><b><u>Self-image and identify</u></b></p> <p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p>	<p>I can make positive contributions and be part of online communities.</p> <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p> <p>I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p> <p><b><u>Self-image and identify</u></b></p> <p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity, depending on context.</p>
<p>Key vocabulary</p> <p>Different environments such as: Farm, garage, Live (where they live)</p> <p>Plants</p> <p>Animals</p> <p>Same</p> <p>Different</p> <p>Safe</p> <p>Different</p> <p>Safe</p> <p>unsafe</p> <p>Trusted adult</p> <p>Who can help</p>	<p>Key vocabulary</p> <p>Farm, garage, Live (where they live)</p> <p>Plants</p> <p>Animals</p> <p>Same</p> <p>Different</p> <p>Safe</p> <p>unsafe</p> <p>Trusted adult</p> <p>Who can help</p>	<p>Key vocabulary</p> <p>Farm, garage, Live (where they live)</p> <p>Plants</p> <p>Animals</p> <p>Same</p> <p>Different</p> <p>Safe</p> <p>unsafe</p> <p>Trusted adult</p> <p>Who can help</p>	<p>Key vocabulary</p> <p>Safe</p> <p>Safe online</p> <p>Trusted adult</p> <p>Comfortable</p> <p>Uncomfortable</p> <p>Road safety</p> <p>Unwell</p> <p>Help</p> <p>Support</p> <p>Personal information</p>	<p>Key vocabulary</p> <p>Safe</p> <p>Safe online</p> <p>Trusted adult</p> <p>Comfortable</p> <p>Uncomfortable</p> <p>Road safety</p> <p>Unwell</p> <p>Help</p> <p>Support</p> <p>Personal information</p>	<p>Key vocabulary</p> <p>Pressure</p> <p>Strategies</p> <p>Honest</p> <p>Trusted</p> <p>Identity</p> <p>Represent</p> <p>Gaming</p> <p>Avatar</p> <p>Profile</p> <p>Monitored</p>	<p>Key vocabulary</p> <p>Pressure</p> <p>Strategies</p> <p>Honest</p> <p>Trusted</p> <p>Identity</p> <p>Represent</p> <p>Gaming</p> <p>Avatar</p> <p>Profile</p> <p>Monitored</p>

<p>Trusted adult Who can help Police Paramedic Nurse Doctor</p>	<p>Police Paramedic Nurse Doctor Safe Safe online Trusted adult Comfortable Uncomfortable Road safety Unwell Help Support Personal information Password Protect Information Device Frightened Nervous Worried Body parts (science vocab) Private Connect Communicate Issue</p>	<p>Police Paramedic Nurse Doctor Safe Safe online Trusted adult Comfortable Uncomfortable Road safety Unwell Help Support Personal information Password Protect Information Device Frightened Nervous Worried Body parts (science vocab) Private Connect Communicate Issue</p>	<p>Password Protect Information Device Frightened Nervous Worried Body parts (science vocab) Private Connect Communicate Issue Pressure Strategies Honest Trusted Identity Represent Gaming Avatar Profile Monitored Data Report Respect Interact</p>	<p>Password Protect Information Device Frightened Nervous Worried Body parts (science vocab) Private Connect Communicate Issue Pressure Strategies Honest Trusted Identity Represent Gaming Avatar Profile Monitored Data Report Respect Interact Perceive</p>	<p>Data Report Respect Interact Perceive Street aware Boundaries Secrets Apps Services Social media Friends Contacts Likes Images Geolocation Request (payments/followings) True self Identity Distanced Adverts Online community Collaborate Responsible choices Modify Edited Altered permission  Unique Apply Respectful Stereotype Judgements Wider community</p>	<p>Data Report Respect Interact Perceive Street aware Boundaries Secrets Apps Services Social media Friends Contacts Likes Images Geolocation Request (payments/followings) True self Identity Distanced Adverts Online community Collaborate Responsible choices Modify Edited Altered permission  Unique Apply Respectful Stereotype Judgements Wider community</p>
<p><b>Health and Self-Care</b> 22-36 months Feeds self competently with spoon. • Drinks well without spilling.</p>	<p><b>Spr 2 Health and Well Being</b> <b>Healthy eating</b> How do I make a healthy meal? <b>Financial literacy</b> Needs and wants lesson Where can I keep my money safe?</p>	<p><b>Spr 2 Health and Well Being</b> <b>Healthy eating</b> How do I make a healthy meal? <b>Financial literacy</b> Where does money come from?</p>	<p><b>Spr 2 Health and Well Being</b> <b>Healthy eating</b> What is a healthy diet? (knowledge on protein , carbohydrates, nutrients, fats and oils, fruit and veg, water intake)</p>	<p><b>Spr 2 Health and Well Being</b> <b>Healthy eating</b> How can I have a healthy diet? Why is it important to prepare and have healthy meals?</p>	<p><b>Spr 2 Health and Well Being</b> <b>Healthy eating</b> What is a healthy diet? What is a healthy meal? How can I prepare a healthy meal? What happens if my diet is not healthy?</p>	<p><b>Spr 2 Health and Well Being</b> <b>Healthy eating</b> What is a healthy diet? Why is it important to make sure I eat and drink enough?</p>

<ul style="list-style-type: none"> <li>Clearly communicates their need for potty or toilet.</li> <li>Beginning to recognise danger and seeks support of significant adults for help.</li> <li>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>Beginning to be independent in self-care, but still often needs adult support.</li> </ul> <p><b>30-50 months</b></p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <ul style="list-style-type: none"> <li>Observes the effects of activity on their bodies.</li> <li>Understands that equipment and tools have to be used safely.</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>Can usually manage washing and drying hands.</li> </ul>		<p>Why is it important to save?</p>	<p>Why is it important to keep healthy?</p> <p><b><u>Financial literacy</u></b></p> <p>How can I keep track of my money? How can I pay for things?</p>	<p>What happens if I do not eat the right things?</p> <p><b><u>Financial literacy</u></b></p> <p>How can I use a bank account? Raising money for charity.</p>	<p>What can impact my health?</p> <p><b><u>Financial literacy</u></b></p> <p>How can I keep track of my money? How can I pay for things?</p>	<p>What is a healthy meal? How can I prepare a healthy meal? What happens if my diet is not healthy? What can impact my health?</p> <p><b><u>Financial literacy</u></b></p> <p>Choices about money Keeping my money safe</p>
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<ul style="list-style-type: none"><li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li></ul> <p><b>40-60+ months</b></p> <ul style="list-style-type: none"><li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li><li>• Usually dry and clean during the day.</li><li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li><li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li><li>• Shows understanding of how to transport and store equipment safely.</li><li>• Practices some appropriate safety measures without direct supervision.</li></ul> <p><b>Early Learning Goal</b></p>						
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<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>						
<p>Key vocabulary  Drink, Water, Bottle  Hungry, Tired  Rest  Play  Wash  Dry  Clean  Dirty  Wash Hands  Soap  Movement  Healthy/good for me food</p> <p>Financial Literacy  Money  Coins  Pay  Shop  Buy</p>	<p>Key vocabulary  Drink, Water, Bottle  Hungry, Tired  Rest  Play  Wash  Dry  Clean  Dirty  Wash Hands  Soap  Movement  Healthy/good for me Food  Meal  Eat  Breakfast  Lunch  Dinner  Make</p> <p>Financial Literacy  Money  Coins  Pay  Shop  Buy  Notes  Pounds  Pence</p>	<p>Key vocabulary  Drink, Water, Bottle  Hungry, Tired  Rest  Play  Wash  Dry  Clean  Dirty  Wash Hands  Soap  Movement  Healthy/good for me food  Meal  Eat  Breakfast  Lunch  Dinner  Make</p> <p>Financial Literacy  Money  Coins  Pay  Shop  Buy  Notes  Pounds  Pence</p>	<p>Key vocabulary  Meal  Eat  Breakfast  Lunch  Dinner  Healthy diet  Protein  Carbohydrates  Nutrients  Fats  Oils  Fruit  Vegetables  Water  Healthy meals  Effects of bad foods</p> <p>Financial Literacy  Notes  Pounds  Pence  Sell  Spend  Save  Safe  Want  Need  Keep track  Log</p>	<p>Key vocabulary  Meal  Eat  Breakfast  Lunch  Dinner  Healthy diet  Protein  Carbohydrates  Nutrients  Fats  Oils  Fruit  Vegetables  Water  Healthy meals  Effects of bad food</p> <p>Financial Literacy  Notes  Pounds  Pence  Sell  Spend  Save  Safe  Want  Need  Keep track</p>	<p>Key vocabulary  Healthy diet  Protein  Carbohydrates  Nutrients  Fats  Oils  Fruit  Vegetables  Water  Healthy meals  Effects of bad food  Repercussions of unhealthy diet  Impact health  Alcohol  Too much  Large quantity  Calories  Product  Financial Literacy  Keep track  Log  Money diary  Pay  Cheque  Card  Debit  Credit  Online banking</p>	<p>Key vocabulary  Healthy diet  Protein  Carbohydrates  Nutrients  Fats  Oils  Fruit  Vegetables  Water  Healthy meals  Effects of bad food  Repercussions of unhealthy diet  Impact health  Alcohol  Too much  Large quantity  Calories  Product  Financial Literacy  Keep track  Log  Money diary  Pay  Cheque  Card  Debit  Credit</p>

	Sell Spend Save Safe Want Need	Sell Spend Save Safe Want Need	Money diary Pay Cheque Card Debit Credit Online banking Bank account Raising money Charity	Log Money diary Pay Cheque Card Debit Credit Online banking Bank account Raising money Charity	Bank account Raising money Charity Log Account Statement Safe Saving Choices Informed choices Trusted	Online banking Bank account Raising money Charity Log Account Statement Safe Saving Choices Informed choices Trusted
<p><b><u>Making relationships</u></b> 22-36 months</p> <ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul> <p>30-50 months</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what</li> </ul>	<p><b><u>Sum 1 Relationships ed (Respectful relationships and online relationships)</u></b></p> <p>What do we all enjoy? Is it OK we enjoy different things? How do I show respect? When should I show respect? What are good manners? How does this help me? How do manners help us in life? <b><u>INC Ongoing online safety Online reputation</u></b> I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. <b><u>Health and Wellbeing</u></b></p>	<p><b><u>Sum 1 Relationships ed (Respectful relationships and online relationships)</u></b></p> <p>Is it OK we enjoy different things? How and when should I show respect? Why is it important to learn about what others believe? Why is it important to show respect? <b><u>INCLUDE Ongoing online safety Online reputation</u></b> I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. <b><u>Health and Wellbeing Health and prevention</u></b></p>	<p><b><u>Sum 1 Relationships ed (Respectful relationships and online relationships)</u></b></p> <p>What makes me, me? Is it OK to believe and enjoy different things? Why is important to respect others? What steps can I take to respect others? Is it Ok to form our own beliefs and interests? How does being respectful help me? <b><u>INclude Ongoing online safety Online reputation</u></b> I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online.</p>	<p><b><u>Sum 1 Relationships ed (Respectful relationships inc online relationships)</u></b></p> <p>What makes us all unique? What is courtesy and manners? Why is it important to respect our differences? Why is it important to form our own beliefs? Why is important to respect others both inside and outside of school? How can we show respect to ourselves and others? What is a stereotype? How do we show respect to others? <b><u>Online reputation</u></b> I can describe how others can find out information about me by looking online.</p>	<p><b><u>Sum 1 Relationships ed (Respectful relationships and online relationships)</u></b></p> <p>We are all the same but different. What does this mean and why is it important? Who am I? Why is it important for us to understand everyone is unique? What is courtesy and manners? How can we be respectful? Why is it important to be respectful? Does being respectful of others only apply in school? (inc wider community, LGBT, British V and online) Why is it important to respect myself? What is a stereotype?</p>	<p><b><u>Sum 1 Relationships ed (Respectful relationships and online relationships)</u></b></p> <p>We are all the same but different. What does this mean and why is it important? Who am I? Why is it important for us to understand everyone is unique? What is courtesy and manners? What are respectful actions? Why is respect important? Where should we be respectful? (inc wider community, LGBT, British V and online) Why is it important to respect who I am? What is a stereotype? <b><u>ONGOING ONLINE SAFETY: Online reputation</u></b></p>



<p>others are saying or doing.</p> <ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p><b><u>(Health and prevention)</u></b></p> <p>How do I stay safe in summer? Wrap splat hat lesson How do I keep myself healthy?</p> <p><b><u>Online bullying</u></b></p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>How do I keep myself safe in summer? (recap of last year) What can affect my mood?</p> <p><b><u>Online bullying</u></b></p> <p>I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline.</p>	<p><b><u>Health and wellbeing</u></b> <b><u>Health and prevention</u></b></p> <p>How and why should we stay safe in summer? (Recap wrap splat hat and then cover why it is important – to avoid damage to skin, do not need to mention Cancer at this point) How can I keep my body healthy?</p> <p><b><u>INCLUDE FROM ONGOING ONLINE SAFETY Online bullying</u></b></p> <p>I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. (recap earlier topic of healthy eating and then discuss keeping our teeth healthy + washing hands to stop spreading dirt and germs)</p>	<p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p> <p><b><u>Sum 1 Health and Wellbeing</u></b> <b><u>Health and prevention</u></b></p> <p>How and why should we stay safe in summer? (Recap wrap splat hat and then cover why it is important to protect our skin – Vitamin D is good UV rays need to protect from. Too much damage can lead to in worse permanent damage. In worse case skin cancer) How can I keep my teeth healthy? Why is it important to wash my hands?</p> <p><b><u>INCLUDE ONGOING ONLINE SAFETY Online bullying</u></b></p> <p>I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post</p>	<p>How can I be respectful to others?</p> <p><b><u>ONGOING ONLINE SAFETY: Online reputation</u></b></p> <p>I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual.</p> <p><b><u>Health and Wellbeing</u></b> <b><u>Health and prevention</u></b></p> <p>How do we stay healthy in summer? (drinking plenty, wrap splat hat – inc the importance of protecting our skin from UV rays but still getting vitamin D. Worse cases can be permanent damage or skin cancer) How can I ensure I stay happy healthy and focussed? ( Inc sleep and time away from screens)</p> <p><b><u>INCLUDE ONGOING ONLINE SAFETY: Online bullying</u></b></p> <p>I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p>	<p>I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual.</p> <p><b><u>Health and Wellbeing</u></b> <b><u>Health and prevent</u></b></p> <p>How do we stay healthy in summer? (drinking plenty, wrap splat hat – inc the importance of protecting our skin from UV rays but still getting vitamin D. Worse cases can be permanent damage or skin cancer) How can I ensure I stay happy healthy and focussed? ( Inc sleep and time away from screens)</p> <p><b><u>INCLUDE ONGOING ONLINE SAFETY: Online bullying</u></b></p> <p>I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or</p>
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				might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).	say something or tell someone. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).
Key vocabulary Respectful and online relationships Share Others Play Listen  Health and prevention Safe/Unsafe Healthy Sun/Shade Water/Drink summer	Key vocabulary Respectful and online relationships Share Others Play Listen Likes/dislikes Hobby Different Respect Manners Online Trusted adult Beliefs Opinions Show respect Last a long time  Health and prevention Safe/Unsafe Healthy Sun/Shade Water/Drink summer Wrap Splat Hat	Key vocabulary Respectful and online relationships Share Others Play Listen Likes/dislikes Hobby Different Respect Manners Online Trusted adult Beliefs Opinions Show respect Last a long time  Health and prevention Safe/Unsafe Healthy Sun/Shade Water/Drink summer Wrap Splat Hat	Key vocabulary Respectful and online relationships Likes/dislikes Hobby Different Respect Manners Online Trusted adult Beliefs Opinions Show respect Last a long time Interests Ask questions Permission  Health and prevention Wrap Splat Hat Kind Respect Healthy Sun lotion protect Mood	Key vocabulary Respectful and online relationships Likes/dislikes Hobby Different Respect Manners Online Trusted adult Beliefs Opinions Show respect Last a long time Interests Ask questions Permission Health and prevention Wrap Splat Hat Kind Respect Healthy Sun lotion protect Mood Behaviour	Key vocabulary Respectful and online relationships Interests Ask questions Permission Drinking plenty Healthy Focussed Permanent damage Block Support services Helpline Abusive apps/platforms  Health and prevention Vitamin D Damage Sun damage UV light Unrepairable Bully Response Trusted adult Protect Media Reputation	Key vocabulary Respectful and online relationships Interests Ask questions Permission Drinking plenty Healthy Focussed Permanent damage Block Support services Helpline Abusive apps/platforms  Health and prevention Vitamin D Damage Sun damage UV light Unrepairable Bully Response Trusted adult Protect Media Reputation

	Kind Respect Healthy Sun lotion protect Mood Behaviour Online Bullying	Kind Respect Healthy Sun lotion protect Mood Behaviour Online Bullying	Behaviour Online Bullying Vitamin D Damage Sun damage UV light Unrepairable Bully Response Trusted adult Protect Media Reputation	Online Bullying Vitamin D Damage Sun damage UV light Unrepairable Bully Response Trusted adult Protect Media Reputation	Drinking plenty Healthy Focussed Permanent damage Block Support services Helpline Abusive apps/platforms	Drinking plenty Healthy Focussed Permanent damage Block Support services Helpline Abusive apps/platforms
<p><b>Technology</b> 22-36 months Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <ul style="list-style-type: none"> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul>	<p><b>Sum 2 Relationships ed</b> <b>(Basic first aid+ mental well-being)</b></p> <p>How can I help people? What is first aid? What is an emergency? Why is it important to talk about how I feel? Where can I go to find help? What can I do if I am feeling worried?</p>	<p><b>Sum 2 Relationships ed</b> <b>(Basic first aid+ mental wellbeing)</b></p> <p>What is an emergency? What do I do if there is an emergency? How can I help someone? Why is it important to talk about how I feel? What can I do if I am feeling worried?</p>	<p><b>Sum 2 Relationships ed</b> <b>(Basic first aid + mental well-being)</b></p> <p>What is an emergency? What do I do if someone needs emergency help? What can I do to help? How can I help myself? Why is rest important? What can I do if I am feeling worried?</p>	<p><b>Sum 2 Relationships ed</b> <b>(Basic first aid + mental well-being)</b></p> <p>What do I do in an emergency? What can I do to help? How can I help myself? What can I do if I am feeling worried?</p>	<p><b>Sum 2 Relationships ed</b> <b>(Basic first aid + mental well-being)</b></p> <p>What can I do to help in an emergency? How can I help myself if I am worried? (Transition discussions)</p>	<p><b>Sum 2 Relationships ed</b> <b>(Basic first aid + mental well-being)</b></p> <p>What can I do to help in an emergency? What can I do if I hurt myself? How can I help myself if I am worried?</p>

<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul> <p>40-60+ months</p> <ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>Early Learning Goal</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>						
<p>Key vocabulary</p> <p>Basic First aid Help Hurt unwell Police Ambulance Doctor nurse</p>	<p>Key vocabulary</p> <p>Basic First aid Help Hurt unwell Police Ambulance Doctor nurse</p>	<p>Key vocabulary</p> <p>Basic First aid Help Hurt unwell Police Ambulance Doctor nurse</p>	<p>Key vocabulary</p> <p>Basic First aid Emergency First aid Plaster Trusted adult Steps Support Important</p>	<p>Key vocabulary</p> <p>Basic First aid Emergency First aid Plaster Trusted adult Steps Support Important</p>	<p>Key vocabulary</p> <p>Basic First aid Important First aiders Balance Support own/others Worries Doubt</p>	<p>Key vocabulary</p> <p>Basic First aid Important First aiders Balance Support own/others Worries Doubt</p>

<p>Fireman 999 Call</p> <p>Mental wellbeing Time Family Friends Share Care Look after Love</p>	<p>Fireman 999 Call</p> <p>Emergency First aid Plaster Trusted adult Steps support</p> <p>Mental wellbeing Time Family Friends Share Care Look after Love Feelings Talk Share Discuss Worried Scared Trusted adult Change</p>	<p>Fireman 999 Call</p> <p>Emergency First aid Plaster Trusted adult Steps Support</p> <p>Mental wellbeing Time Family Friends Share Care Look after Love Feelings Talk Share Discuss Worried Scared Trusted adult Change</p>	<p>First aiders Balance Support own/others Worries Doubt Unsure</p> <p>Mental wellbeing Feelings Talk Share Discuss Worried Scared Trusted adult Change Differences Adapt Develop Myself Others</p>	<p>First aiders Balance Support own/others Worries Doubt Unsure</p> <p>Mental wellbeing Feelings Talk Share Discuss Worried Scared Trusted adult Change Differences Adapt Develop Myself Others</p>	<p>Unsure</p> <p>Mental wellbeing Differences Adapt Develop Myself Others New Contact Time Balance Give and take Effort Care Show</p>	<p>Unsure</p> <p>Mental wellbeing Differences Adapt Develop Myself Others New Contact Time Balance Give and take Effort Care Show</p>
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