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| Happiness Responsibility Friendship Respect Courage | | | | | | | |
| RHE | | | | | | | |
| Family and Relationships | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Families:**  **Knowledge:**  I know who is in my immediate family  **Skills:**  I can name people in my family | **Lesson 1**  *What is family?*  **Knowledge:**  I know families can include different people who look after us  I know some information about me and my family is personal  **Skills:**  I can use the correct names for relations | **Lesson 1&2 (merge)**  *Families offer stability and love and are all different*  *BV – Mutual Respect*  **Knowledge:**  I know the role of the family in my life  I know families can be made up of different people  I know I should respect all types of families  **Skills:**  I can explain how my family looks after me  I can identify different types of families | **Lesson 1**  *Healthy families*  *BV – Mutual Respect*  **Knowledge:**  I know that families love and support each other but sometimes problems can occur  I know there is help available for families if it is needed  **Skills:**  I can explain ways in which families support each other  I can name people who can help if I am worried about anything in my family | **Lesson 7**  *Families in the wider world*  *BV – mutual respect, tolerance of those with different faiths/beliefs*  **Knowledge:**  I know that families are varied, in this country and across the world  I know that no country will have only one type of family  **Skills:**  I can identify differences and similarities in families in other countries | **Lesson 3**  *Marriage*  *BV – Rule of Law, Mutual Respect, Individual liberty, Tolerance of those with different faiths and beliefs*  **Knowledge:**  I know marriage is a legal commitment  I know that marriage is an individual choice  **Skills:**  I can give reasons to why people might decide to get married  **Lesson 5**  *Family life*  **Knowledge:**  I know that sometimes families can make children feel unhappy or unsafe  I know who can help me or my friends if something is making them feel unhappy or unsafe  **Skills:**  I can explain why keeping secrets is not a good thing to do |  |
| **Friends:**  **Knowledge:**  I know how my friends are the same and different from me  I know how I can be a good friend  **Skills**  I can say some differences between me and my friend  I can show how to be a nice friend  **Working with others:**  **Knowledge:**  I know how to resolve conflict and find a compromise  **Skills:**  I can work and play cooperatively  and take turns with others.  I can form positive attachments  to adults and friendships  with peers. | **Lesson 2**  *What are friendships?*  **Knowledge:**  I know some characteristics that make a good friend  I know the importance of having positive friendships  **Skills:**  I can name some things that I like about my friends  **Lesson 3**  *Recognising other peoples’ emotions*  *BV – Mutual Respect*  **Knowledge**  I know that people can feel differently from me  **Skills**  I can recognise when others are feeling sad, worried or angry  I can show I care by listening to others and thinking about what they say  **Lesson 4**  *Working with others*  *BV – Mutual Respect*  **Knowledge:**  I know the feelings we may have about working with different people  I am beginning to know how friendships can make me feel  **Skills:**  I can work with people I don’t know very well  **Lesson 5&6 (merge)**  *Friendship problems and healthy friendships*  *BV – Mutual Respect*  **Knowledge:**  I know that friends can sometimes fall out  I know that sometimes I might need an adult to help me solve the problem  I know the difference between a friend and friendly behaviour  **Skills:**  I can explain some ways I can overcome problems with my friends  I can explain how being unfriendly can affect other people  I can explain what friendly behaviour is | **Lesson 3**  *Other peoples’ feeling*  **Knowledge:**  I know that not everyone feels the same  **Skills:**  I can describe what someone else might be thinking or feeling  I can describe how emotions may look on the outside  **Lesson 4**  *Unhappy friendships*  **Knowledge:**  I know that friendships are not always positive  I know people in school who can help me with a friendship problem  **Skills:**  I can explain what I can do if a friendship is making me feel unhappy | **Use Expect Respect lesson**  *Resolving conflict and where to get help*  *BV – Mutual Respect*  **Knowledge:**  I know that friendships have ups and downs and that problems can be resolved  I know that violence is never the right way to solve a problem  I know that experiencing problems within a friendship is normal  **Skills:**  I can explain some steps I can take to resolve problems with my friends  **Lesson 3**  *Friendship: conflict vs bullying*  *BV – Mutual Respect*  **Knowledge:**  I know what bullying is  I am beginning to know the impact of bullying  I know what help is available in my school if someone is being bullied  **Skills:**  I can explain some of the possible effects of bullying  **Lesson 5**  *Learning who to trust*  **Knowledge:**  I know what trust is  I know why trust in an important part of positive relationships  **Skills:**  I can name people I trust and explain why  I can explain what I can do if I don’t trust someone or they break my trust  **Lesson 6**  *Respecting differences in others*  *BV – mutual respect, tolerance of those with different faiths/beliefs*  **Knowledge:**  I know it is important to respect differences between people  I know how I should treat people who are different to me  **Skills:**  I can identify similarities and differences between people | **Lesson 2**  *Healthy friendships*  *BV – mutual respect, individual liberty*  **Knowledge:**  I know physical boundaries are different for different people  I know I have the right to decide what happens to my body  **Skills:**  I can explain some boundaries in friendships  I can explain what consent is  **Lesson 3**  *How my behaviour affects others*  **Knowledge:**  I know how my behaviour can have an impact on others  I know that what I do and say affects others  **Skills:**  I can think of ways to make others happy  I can describe how making others happy makes me feel  **Lesson 4**  *Bullying*  **Knowledge:**  I know the impact bullying can have on individuals  I know the role bystanders can play in stopping bullying  I know the reasons some children may bully others  **Skills**  I can name things I can do if I observe bullying taking place | **Lesson 1&2 (merge)**  *Build a friend*  *Friendship skills*  **Knowledge**  I know how to form and maintain positive relationships  I know that friendships can sometimes be strengthened after an issue has occurred  **Skills:**  I can set myself a friendship-themed goal  I can provide solutions to friendship problems  **Lesson 4**  *Respecting myself*  *BV – individual liberty*  **Knowledge:**  I know that having respect for myself will help me make good choices  **Skills**  I can identify positive attributes in my peers  I can identify positive attributes that make me who I am  **Lesson 6**  *Bullying*  *BV – mutual respect*  **Knowledge:**  I know what might lead to someone bullying others  I know who I can talk to if I am worried about bullying  **Skills:**  I can explain how someone who is being bullied might feel | **Lesson 1**  *Respect*  **Knowledge:**  I know what respects means and why it is important  I know that everyone deserves a basic level of respect  **Skills**  I can explain how I can earn respect from my peers and from adults  I can explain when respect might be lost  **Lesson 2**  *Respectful relationships*  *BV – Mutual Respect*  **Knowledge:**  I know respect is two-way and how we treat others is how we can be expected to be treated  I know respect is an important part of relationships  I know I should treat people how I wish to be treated  **Skills:**  I can explain how I want to be respected  **Lesson 5**  *Resolving conflict*  **Knowledge:**  I know how to resolve disputes and conflict through negation and compromise  **Skills:**  I can describe situations where conflict may arise  I can name different strategies to manage conflict  I can describe what conflict, negotiate and compromise mean |
|  |  | **Lesson 6**  *Change and loss*  **Knowledge:**  I am beginning to know how change and loss can affect people  I know how memories can make us feel  I know that remembering pets of people who have died or no longer live with us can be helpful  **Skills:**  I can explain how objects can help us to remember people or events. |  | **Lesson 8**  *Change and loss*  **Knowledge:**  I know what a bereavement is  I know where to go for help if I or someone I know needs it following a bereavement  **Skills:**  I can explain some things that might help someone who has experienced a bereavement |  | **Lesson 6**  *Change and loss*  **Knowledge:**  I know that loss and change can cause a range of emotions  I know that grief is different for different people and in different situations  **Skills:**  I can explain what grief means  I can identify who I can talk to if I’m worried about anything relating to grief |
|  | **Lesson 7**  *Gender stereotypes*  *BV – Mutual Respect*  **Knowledge**  I am beginning to know what is meant by a stereotype  I know that stereotypes about boys and girls exists  **Skills**  I can explain why often stereotypes are incorrect | **Using Expect Respect lesson**  *Gender, careers and assumptions*  *BV – Mutual Respect*  **Knowledge:**  I know that assumptions are sometimes made about whether a job is more suited to a male of female  I know how stereotyping might affect a job/career choice  **Skills:**  I can explain what a gender stereotype is  I can begin to challenge a gender stereotype using examples | **Lesson 7&8 (merge)**  *Stereotyping: gender and age*  *BV – Mutual Respect*  **Knowledge:**  I know that stereotypes are present in everyday life and based on different factors  I know why stereotypes are negative  **Skills:**  I can explain why stereotypes are unfair  I can explain some stereotypes exist about older people as well as gender | **Lesson 5&6 (merge)**  *Stereotypes: gender and disability*  *BV – Mutual Respect*  **Knowledge:**  I know that there are stereotyped characters that might influence children  I know that stereotypes can affect how I see people  I know that stereotypes can relate to a number of factors  **Skills:**  I can explain the negative impact of stereotypes  I can identify fictional characters who reinforce stereotypes  I can talk about people who do not conform to stereotypes | **Lesson 7&8 (merge)**  *Stereotyping: Gender*  *stereotypes: Race and religion*  *BV – mutual respect, Rule of Law, Tolerance of those with different faiths/beliefs*  **Knowledge:**  I know that attitudes and laws relating to gender have changed over time  I know that stereotypes around race and religion can be harmful  **Skills:**  I can explain why gender equality is important  I can explain how stereotypes can affect the way people are treated and can lead to discrimination  I can explain how we make assumptions about people based on how they look | **Using Expect Respect Lesson**  *Court room game*  **Knowledge:**  I know the impact that gender stereotyping can have  I know I can challenge stereotypes  **Skills:**  I can listen to and respect other people’s opinions  I can explain how people my age can make changes happen |
| Expect Respect | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| *Looking at and challenging gender expectations using toys*  **Knowledge:**  I know some toys are seen as boys’ or girls’ toys but anyone can choose to play with what they like  **Skills:**  I can say what I like to play with at home and school | *Friends, secrets and people who can help us*  **Knowledge:**  I know how my behaviour can affect others  I know where or who I can go to, to get help.  **Skills:**  I can say what is a good secret and what is a bad secret  I can distinguish between friendly and unfriendly behaviour | *Gender, careers and assumptions*  **Knowledge:**  I know that assumptions are sometimes made about whether a job is more suited to a male of female  I know how stereotyping might affect a job/career choice  **Skills:**  I can explain what a gender stereotype is  I can begin to challenge a gender stereotype using examples | *Resolving conflict and where to get help*  **Knowledge:**  I know that friendships have ups and downs and that problems can be resolved  I know that violence is never the right way to solve a problem  I know that experiencing problems within a friendship is normal  **Skills:**  I can explain some steps I can take to resolve problems with my friends | *Examining violence, Excuses and responsibilities*  **Knowledge:**  I know violence is illegal  I know we must all take responsibility for our own actions  **Skills:**  I can say how my behaviour affects others  I can name some ways to avoid violent reactions | *Secrets and stories*  **Knowledge:**  I know some secrets are unsafe and I know who I can talk to about these  I know I may need to tell a secret to keep someone else safe  **Skills:**  I can discuss my feelings about secrets and friendships in a class group | *Court room game*  **Knowledge:**  I know the impact that gender stereotyping can have  I know I can challenge stereotypes  **Skills:**  I can listen to and respect other people’s opinions  I can explain how people my age can make changes happen |
| Safety and the changing body | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Road safety:**  **Knowledge:**  I know simple road safety – stop, look, and listen,  crossing points  . | **Lesson 1&2 (merge)**  *Adults in school*  *Adults out of school*  **Knowledge:**  I know how to respond to adults in a safe and familiar context and in different situations  I know who I can talk to if I am worried about anything an adult says or does  **Skills:**  I can identify the DSLs in school  I can explain our school’s lanyard system  **Lesson 3**  *Getting lost*  **Knowledge:**  I know what to do if I get lost  **Skills:**  I can tell someone the name of my parent/carer  **Lesson 4**  *Making an emergency phone call*  **Knowledge:**  I know what an emergency is  I know the number to call in an emergency  I know my address and postcode  **Lesson 6**  *Safety with substances*  **Knowledge:**  I know what I can safely put into my body  I know what I can safely put onto my body  **Skills:**  I can explain why I should never put some things into my body  **Lesson 7**  *Safety at home*  **Knowledge:**  I know there can be hazards in the home  I know what to do if there is an accident at home  **Skills:**  I can explain how I can make things safer by following simple rules | **Lesson 6&7 (merge)**  *Road safety*  *Crossing roads safely*  **Knowledge:**  I know ways to stay safe on or near roads  **Skills:**  I can explain some rules to keep safe near traffic  **Lesson 8**  *Staying safe with medicine*  **Knowledge:**  I know I should only take medicines if a grown up whom I trust says it is OK  **Skills:**  I can explain how I feel if I’m unwell  I can explain things that make me feel better | **Lesson 1**  *First Aid: Emergencies and calling for help*  **Knowledge:**  I know it is most important to ensure the safety of myself and others in the event of an emergency.  I know the information I need to give to emergency services if they are called to an incident.  **Skills:**  I can assist in an emergency by correctly calling for help.  **Lesson 2**  *First Aid: bites and stings*  **Knowledge:**  I know how to help if someone has been bitten or stung  I know how to assess a casualty’s condition calmly and identify an allergic reaction to a bite or sting.  I know how to seek medical help if required.  **Skills:**  I can comfort and reassure a casualty who has been bitten or stung.  **Lesson 8**  *Keeping safe out and about*  **Knowledge:**  I know the basic rules for keeping safe on or near roads.  **Skills:**  I can explain rules for keeping safe. | **Lesson 3:**  *First Aid: Asthma*  **Knowledge:**  I know how to help someone with asthma.  I know how to seek medical help if required.  **Skills:**  I can ensure the safety of myself and others.  I can assess a casualty’s condition calmly.  I can comfort and reassure a casualty who is having an asthma attack. | **Lesson 6**  *First Aid: Bleeding*  **Knowledge:**  I know that it is important to ensure the safety of myself and others.  I know how to comfort and reassure a casualty who is bleeding.  **Skills:**  I can assess a casualty’s condition calmly.  I can explain how to seek medical help if required. | **Lesson 7**  *First aid: Choking*  **Knowledge:**  I know how to seek medical help if required for a choking casualty  I know how to recognise when someone is choking  **Skills:**  I can explain how to administer first aid to a casualty who is choking (including giving back blows and tummy thrusts).  **Lesson 8**  *First aid: Basic Life Support*  **Knowledge:**  I know how to seek medical help  **Skills:**  I can explain how to conduct a primary survey.  I can place a casualty who is unresponsive and breathing normally into the recovery position. |
|  | **Lesson 5**  *Appropriate contact*  **Knowledge:**  I know the difference between acceptable and unacceptable physical contact  I know that some types of physical contact are never appropriate | **Lesson 3**  *Secrets and surprises*  **Knowledge:**  I know the difference between secrets and surprises  **Skills:**  I can explain what a secret is  I can explain what a surprise is  **Lesson 4**  *Appropriate contact: My private parts*  **Knowledge:**  I know what ‘private’ means  **Skills:**  I can name parts of the body  I can name the private parts of my body correctly  **Lesson 5**  *Appropriate contact: My private parts are private*  **Knowledge:**  I know the PANTS rule  I know safe and unsafe touch  **Skills:**  I can name someone I can talk to if I am worried about something | **Lesson 6**  *Making choices*  **Knowledge:**  I know some choices I can make.  I know why some decisions are made for me.  **Skills:**  I can explain who might make choices for me.  **Lesson 7**  *Influences*  *BV individual liberty*  **Knowledge:**  I know that there are people who will influence what I choose.  **Skills:**  I can explain how someone’s influence might not be good for me. | **Lesson 4**  *Privacy and secrecy*  **Knowledge:**  I know who I can talk to if I am worried or uncomfortable about something an adult does  I know the difference between private and public.  **Skills:**  I can explain the difference between a secret and a surprise.  **Lesson 6**  *Growing up*  **Knowledge:**  I know I have changed physically and developed skills in my life so far.  **Skills:**  I can identify some physical changes I will go through before I become an adult.  I can identify things I will be able to do when I am an adult that I cannot do now.  **Lesson 7**  *Introducing puberty*  **Knowledge:**  I know that my body will change as I become an adult.  I know that different changes happen to males and females.  **Skills:**  I can identify some physical differences between child and adult bodies.  I can explain ways to look after my personal hygiene.  **Lesson 8**  *Tobacco*  **Knowledge:**  I know the possible risks of smoking tobacco.  I know the benefits of being a non-smoker.  I know what the law states about buying tobacco. | **Lesson 3**  *Puberty*  **Knowledge:**  I know how the body changes as a child becomes an adult.  **Skills:**  I can accurately label sexual external parts of the body.  I can accurately label internal reproductive organs.  **Lesson 4**  *Menstruation*  **Knowledge:**  I know the process of the menstrual cycle.  I know who I can go to for help if I need to.  **Skills:**  I can explain some changes I will go through during puberty.  **Lesson 5**  *Emotional changes in puberty*  **Knowledge:**  I know that puberty changes my feelings as well as my body  I know everybody is different and differences are normal  I know who I can talk to if I’m worried about anything  **Lesson 7**  *Alcohol, drugs and tobacco: making decisions*  **Knowledge:**  I know that other people might try to influence my decisions and choices  I know some strategies I can use to overcome pressure from others  **Skills:**  I can explain some things I can make my own decisions about | **Lesson 4**  *Physical and emotional changes in puberty*  **Knowledge:**  I know changes that happen during puberty, for girls and boys.  **Skills:**  I can name parts of the body  I can use my knowledge to answer other people’s problems  **Lesson 5**  *Conception*  ***\*PARENT’S CAN WITHDRAW***  **Knowledge:**  I know the menstrual cycle.  I know how a baby is conceived.  **Lesson 6**  *Pregnancy and birth*  ***\*PARENT’S CAN WITHDRAW***  **Knowledge:**  I know how a baby develops in the womb during pregnancy.  **Skills:**  I can identify some of the things a baby needs.  Alcohol, Drugs and Tobacco – covered by the STAR programme. |
| Health and wellbeing | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Feelings and emotions:**  **Knowledge**  I know some different emotions  I know some actions and words hurt others feelings  **Skills**:  I can talk about how I am feeling  I can control my emotions using a range of techniques  **Celebrating me:**  **Skills:**  I can set my own targets and reflects on progress throughout.  I can see myself as a valuable individual and recognise my strengths. | **Lesson 1**  *Understanding my emotions*  **Knowledge:**  I know simple strategies to help me deal with my emotions  **Skills:**  I can describe how I feel  I can recognise what might cause these feelings  I can identify different ways of responding to emotions  **Lesson 2**  *What am I like?*  **Knowledge:**  I know what I am like/what qualities I have  **Skills:**  I can identify my strengths  I can think of things I would like to get better at  I can set myself small, achievable goals  **Lesson 4**  *Relaxation*  **Knowledge:**  I know how to relax in different ways  I know when relaxation may help me  **Skills**  I can focus on tensing and relaxing different parts of my body to relax  I can use laughter to help me relax if I am nervous or have lots on my mind | **Lesson 1**  *Experiencing different feelings*  **Knowledge:**  I know a range of feelings  I know we often feel more than one emotion at a time  I know not everyone feels the same  **Skills:**  I can use colours to describe feelings  I can imagine how I would feel in a particular situation  **Lesson 3**  *Relaxation: breathing exercises*  **Knowledge:**  I know how relaxation affects the body  I know how to use breathing to help me relax  I know it is important to have relaxation strategies  **Skills:**  I can describe suitable times and places for using breathing techniques to relax  **Lesson 4**  *Steps to success*  **Knowledge:**  I know what I am good at  I know how to ask for help  **Skills:**  I can say what I want to get better at  I can break down goals so they are achievable  **Lesson 5**  *Resilience: developing a growth mindset*  **Knowledge:**  I know that everybody fails sometimes  I know that failing isn’t the end of a process  I know what a growth mindset is  **Skills:**  I can describe how I feel when I find something difficult | **Lesson 2**  *Relaxation: stretches*  **Knowledge:**  I know the positive impact of relaxing on the body  I know when it is a good time to use the technique  **Skills:**  I can use stretches to ease muscle tension and relax  **Lesson 3&4 (merge)**  *Wonderful me*  *My superpowers*  **Knowledge:**  I know I am part of different groups and communities  I know my identity is linked to the groups I am a member of  I know that I can help other people  **Skills:**  I can say what I am good at  I can say how I can use my strengths to help others  **Lesson 5**  *Resilience: breaking down barriers*  **Knowledge:**  I know I can break down barriers into small, achievable steps  **Skills:**  I can identify a problem or barrier  I can break down a problem into smaller goals  I can create a plan to overcome a barrier or issue | **Lesson 2**  *Relaxation: Visualisation*  **Knowledge:**  I know what relaxation feels like  I know that relaxation techniques can be used anywhere  **Skills:**  I can describe what makes me feel calm and relaxed  I can visualise a place that makes me feel calm  I can describe this calm place  **Lesson 3**  *Celebrating mistakes*  **Knowledge:**  I know why mistakes are important  **Skills:**  I can describe how it feels to fail  I can learn from mistakes or failures  **Lesson 4**  *Meaning and Purpose: My role*  **Skills:**  I can describe my strengths  I can explain how job roles help other people  I can explain how some skills are useful in a range of jobs and roles  **Lesson 5**  *My happiness*  **Knowledge:**  I know that all emotions are important  I know I can control some things and not others  **Skills:**  I can take action to affect my own happiness  **Lesson 6**  *Emotions*  **Knowledge:**  I know a range of emotions  I know it is normal to experience a range of emotions  **Skills:**  I can identify a range of emotions  I can explain some emotions people may feel in different situations  **Lesson 7**  *Mental Health*  **Knowledge:**  I know we all have mental health as well as physical health  I know sometimes people need help with their mental health  I know who I can talk to if I am worried about mine or someone else’s mental health | **Lesson 1**  *Relaxation: Yoga*  **Knowledge:**  I know the importance of relaxation  **Skills:**  I can describe what causes me stress or worry  I can perform yoga stretches  I can describe how the stretches make me feel  **Lesson 3**  *Embracing failure*  **Knowledge:**  I know why failure is helpful  I know strategies to help me manage feelings of failure  I know it is important to learn from failure  **Skills:**  I can describe how failing makes me feel  **Lesson 4**  *Going for goals*  **Skills:**  I can identity what I want to learn or get better at  I can say what I need to do to get better  I can estimate how much time goals will take to achieve  **Lesson 5**  *Taking responsibility for my feelings*  **Knowledge:**  I know that my actions affect other people  **Skills:**  I can describe a range of feelings  I can use different strategies to manage my feelings | **Lesson 1**  *What can I be?*  *BV individual liberty*  **Knowledge:**  I know what my long term goals are and how I can achieve them  **Skills:**  I can describe qualities I want to have  I can plan how to get better at something  I can create achievable goals  **Lesson 2**  *Relaxation: Mindfulness*  **Knowledge:**  I know the importance of relaxation  I know a range of relaxation strategies  **Skills:**  I can say when I would use different relaxation strategies  **Lesson 5**  *Resilience Toolbox*  **Knowledge:**  I know what resilience is  **Skills:**  I can describe a range of resilience strategies  I can describe why resilience is important |
| **Health and wellbeing**:  **Knowledge:**  I know that regular exercise, healthy eating and  sensible amounts of screen time, support my overall health and wellbeing.  I know the importance of good dental hygiene.  **Skills:**  I can wash my hands independently  I can name healthy and unhealthy foods | **Lesson 3**  *Ready for bed*  **Knowledge:**  I know the benefits of physical activity and rest  I know I can affect the quality of sleep that I can get  I know the importance of sleep  **Skills:**  I can think of ways to get ready for sleep  **Lesson 5**  *Hand washing and personal hygiene*  **Knowledge:**  I know how germs are spread and how we can stop them spreading  I know why I need to wash my hands  **Skills:**  I can explain how to wash my hands properly  **Lesson 6**  *Sun safety*  **Knowledge:**  I know the risks associated with the sun  I know the sun can be good for me  **Skills:**  I can explain the things I need to do to keep myself safe in the sun  **Lesson 7**  *Allergies*  **Knowledge:**  I know that people can be allergic to things in food or things around them  **Skills:**  I can explain what to do if I have an allergic reaction or one if my friends does | **Lesson 7**  *Looking after our teeth*  **Knowledge:**  I know ways of looking after my teeth  I know how food and drink can affect my teeth  **Skills:**  I can explain what I can do to keep my teeth healthy | **Lesson 1**  *My healthy diary*  **Knowledge:**  I know what a balanced diet is  I know that what I eat affects my mood and behaviour  I know I need more energy from food when I am energetic  **Skills:**  I can plan for a healthy life style including physical activity, rest and diet | **Lesson 1**  *Looking after our teeth*  **Knowledge:**  I know how we look after our teeth  **Skills:**  I can understand what to do to keep my teeth healthy  I can share this information effectively with my peers | **Lesson 2**  *The importance of sleep*  **Knowledge:**  I know I can take responsibility for my own sleep  I know what affects sleep  **Skills:**  I can describe why sleep in beneficial  **Lesson 7**  *Sun Safety*  **Knowledge:**  I know the risks of exposure to the sun  I know as I get older I need to take responsibility for my safety in the sun  **Skills:**  I can explain the things I need to do to keep myself safe in the sun | **Lesson 3**  *Taking responsibility for my health*  **Knowledge:**  I know the importance of a healthy diet, good oral hygiene, rest and relaxation and physical activity  **Skills:**  I can take responsibility for my mental and physical health  **Lesson 6**  *Immunisation*  **Knowledge:**  I understand ways that I can prevent myself being ill  **Skills:**  I can explain some benefits of immunisation  I can explain how vaccination works  **Lesson 7**  *Good and bad habits*  **Knowledge:**  I know how habits can be good or bad for our health  I know how I can take responsibility for my health  **Skills:**  **I** can explain the consequences of actions  **Lesson 8**  *Physical health concerns*  **Knowledge:**  I understand that changes in my body could be due to illness  **Skills:**  I can identify who I can talk to if I am worried about anything  I can explain some things I can do for myself if I am ill |
| Citizenship | | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Rules:**  **Knowledge:**  I know the class boundaries and routines.  I know some behaviour is unacceptable and try to behave accordingly  **Skills:**  I can talk about my own behaviour and its consequences.  **Prejudice and discrimination:**  **Skills:**  I can show sensitivity to prejudice and discriminations.  I can show compassion to others. | **Lesson 1**  *Rules*  *BV: Rule of Law*  **Knowledge:**  I know why rules are important  **Skills:**  I can identify key rules we have in school  I can explain some consequences of not having or not following rules.  **Lesson 4**  *Similar, yet different*  *BV:* *Mutual respect, Tolerance of different cultures and religions*  **Skills:**  I can describe what it means to be unique.  I can identify things that are the same about people.  I can identify things that are different about people.  **Lesson 5**  *Belonging*  **Knowledge:**  I know that there are a range of groups that people belong to.  **Skills:**  I can identify some groups that I belong to.  I can explain that some groups are chosen and some we just belong to.  **Lesson 6**  *Democratic decisions*  *BV: Democracy*  **Knowledge:**  I know how voting works.  **Skills:**  I can explain why voting is a fair way to decide something that affects a lot of people. | **Lesson 1**  *Rules beyond school*  *BV: Rule of Law*  **Knowledge:**  I know why rules are important.  **Skills:**  I can identify different places where rules apply.  I can explain who makes rules and why.  **Lesson 5**  *Similar yet different – my local community*  **Knowledge:**  I know that there are a range of factors which make us who we are.  **Skills:**  I can identify similarities and differences between groups of people.  I can explain how different people contribute to the local community.  **Lesson 6**  *School Council*  *BV: Democracy*  **Knowledge:**  I know how the school council works.  **Skills:**  I can explain how the school council is democratic.  **Lesson 7**  *Giving my opinion*  *BV: individual liberty*  **Knowledge:**  I know that I can share my opinion on things that are important to me.  **Skills:**  I can identify things I would like to make better in school. | **Lesson 1**  *The rights of a child*  *BV: individual liberty*  **Knowledge:**  I know that children have rights.  I know that not all children benefit from the rights.  **Skills**  I can explain how some of these rights benefit me.  **Lesson 2**  *Rights and responsibilities*  **Knowledge:**  I know that children have rights.  I know that children have responsibilities to make sure other children can benefit from their rights.  **Skills:**  I can explain how adults have responsibilities for maintaining children’s rights.  **Lesson 4**  *Local community groups*  **Knowledge:**  I know that there are buildings and places that are there for the community.  **Skills:**  I can explain what a community is.  I can identify groups that exist in the community.  I can explain the links between groups.  **Lesson 6**  *Local democracy*  *BV: Democracy*  **Knowledge:**  I know how democracy works in the local area.  I know that spending on different services needs to be prioritised.  **Skills:**  I can explain some of the things the council does.  **Lesson 7**  *Rules*  *BV: Rule of Law*  **Knowledge:**  I know why we have rules at school and home.  **Skills:**  I can explain some of the consequences of breaking rules.  I can identify whether a consequence is fair or not. | **Lesson 1**  *What are human rights?*  *BV: individual liberty*  **Knowledge:**  I know that everyone has human rights.  I know who helps to protect human rights.  **Skills:**  I can explain why these rights are important.  **Lesson 3**  *Community*  **Knowledge:**  I know that a range of different groups exist in my wider community.  **Skills:**  I can explain why someone might set up or join a community group.  **Lesson 4**  *Contributing*  **Knowledge:**  I understand that groups exist to do different things in a community.  **Skills:**  I can explain what someone might think about before setting up a group.  I can explain how groups help a community.  **Lesson 5**  *Diverse communities*  *BV:* *Mutual respect, Tolerance of different cultures and religions*  **Knowledge:**  I know that communities are made up of different groups.  **Skills:**  I can explain what different people bring to community.  I can explain why differences benefit a community.  **Lesson 6**  *Local councillors*  *BV: Democracy*  **Knowledge:**  I know the role of local councillor.  **Skills:**  I can explain how local residents can share their ideas with the local councillor.  I can identify some issues that a local councillor might be able to help with. | **Lesson 1**  *Breaking the law*  *BV: Rule of Law*  **Knowledge:**  I know what happens when someone breaks the law.  **Skills:**  I can explain the process of a trial.  **Lesson 2**  *Rights and responsibilities*  *BV:* *Individual liberty, Mutual respect*  **Knowledge:**  I know that rights apply to everyone.  I know that there are responsibilities as well as rights.  **Skills:**  I can explain what freedom of expression means and what limitations there are.  **Lesson 4**  *Contributing to the community*  **Knowledge:**  I know how contributions to the community are recognised and valued.  **Skills:**  I can explain how some individuals have contributed to society.  **Lesson 6**  *Pressure groups*  *BV: Democracy*  **Knowledge:**  I know what a pressure group is.  **Skills:**  I can explain how pressure groups can bring about change.  **Lesson 7**  *Parliament*  *BV: Democracy*  **Knowledge:**  I know how Parliament works.  **Skills:**  I can explain what the parts of parliament are.  I can identify some qualities needed to be an MP. | **Lesson 1**  *Human Rights*  *BV: individual liberty*  **Knowledge:**  I know human rights are there to protect everyone.  I know why individuals campaign for causes they believe in.  **Skills:**  I can explain why education is important and is included as a human right.  **Lesson 4**  *Prejudice and discrimination*  *BV:* *Mutual respect, Tolerance of different cultures and religions*  **Knowledge:**  I know what prejudice and discrimination are and why they are wrong.  **Skills:**  I can explain how I might challenge prejudice and discrimination.  **Lesson 5**  *Valuing diversity*  *BV: Mutual respect, Tolerance of those with different faiths and beliefs, Individual liberty*  **Knowledge:**  I know the contribution that people with protected characteristics bring to society.  **Skills:**  I can identify a range of role models with different characteristics.  I can explain how knowing more about people can overcome prejudice.  **Lesson 6**  *National Democracy*  *BV: Democracy*  **Knowledge:**  I know how Government works.  **Skills:**  I can identify some roles in Government.  I can explain some ideas I have for the Government. |
| Identity | | | | | | | |
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|  |  |  |  |  |  | **Lesson 1**  *What is identity?*  **Knowledge:**  I know that a range of things make up identity  I know that other people might see me differently to how I see myself  **Skills:**  I can explain some factors which make up my identity  I can explain how I might challenge how other people see me  **Lesson 2**  *Identity and body image*  **Knowledge:**  I know that images can be manipulated and are not realistic  **Skills:**  I can explain why seeing these images all the time might be harmful  I can explain what I can do about these images |