



	Foundation Stage	KS1		LKS2		UKS2	
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Relationships <i>Pupils should be taught:</i></p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>How to recognise and manage emotions within a range of relationships.</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>How to respond to risky or negative relationships and ask for help.</p> <p>How to respect equality and diversity in relationships?</p>	<p>Children can identify and name some feelings (teacher modelling the facial expressions / songs / verbally).</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (for example talking about fairness).</p> <p>They can set themselves simple goals .</p>	<p>Children can demonstrate that they recognise their own worth and that of others.</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p>	<p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They know what a friend is and does and how to cope with some friendship problems.</p>	<p>They can identify ways to face new challenges.</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p>	<p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to look after and save money.</p>

<p>Health and Wellbeing</p> <p><i>Pupils should be taught:</i></p> <p>What is meant by a healthy lifestyle?</p> <p>How to maintain physical, mental and emotional health and wellbeing.</p> <p>How to manage risks to physical and emotional health and wellbeing.</p> <p>Ways of keeping physically and emotionally safe.</p> <p>Managing change, including puberty, transition and loss.</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>How to respond in an emergency.</p> <p>To identify different influences on health and wellbeing.</p>	<p>Teacher model basics of hand hygiene / tooth brushing.</p> <p>Name and recognise some of the main body parts.</p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p>	<p>Children can make choices about how to develop healthy Lifestyles.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p>	<p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p>	<p>They can identify some factors that affect emotional health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations.</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>
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<p>Living in the Wider World.</p> <p><i>Pupils should be taught:</i></p> <p>About respect for self and others and the importance of responsible behaviours and actions.</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>About different groups and communities.</p> <p>To respect equality and to be a productive member of a diverse community.</p> <p>About the importance of</p>	<p>Children can describe who is in their family.</p> <p>Children can identify those who help them.</p>	<p>Children can explain different ways that family and friends should care for one another.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p>	<p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p> <p>Introduce LGBT relationships (earlier if children bring it up).</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>
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<p>respecting and protecting the environment.</p> <p>About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>How money plays an important part in people's lives.</p> <p>A basic understanding of enterprise.</p>							
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