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| **RPSHE Overview** | | | | | | | |
| **By the end of primary school pupils should know** | | | | | | | |
| Relationships Education, Relationships and Sex Education (RSE) and Health Education  Families and people who care for me | • That families are important for children growing up because they can give love, security and stability.  • 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.  • 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.  • 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.  • That marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | | | | | | |
| Caring friendships | • How important friendships are in making us feel happy and secure, and how people choose and make friends.  • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  • 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.  • 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. | | | | | | |
| Respectful relationships | • 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.  • Practical steps they can take in a range of different contexts to improve or support respectful relationships.  • The conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness.  • 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.  • 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.  • What a stereotype is, and how stereotypes can be unfair, negative or destructive.  • The importance of permission-seeking and giving in relationships with friends, peers and adults. | | | | | | |
| Online relationships | • That people sometimes behave differently online, including by pretending to be someone they are not.  • That the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.  • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  • How information and data is shared and used online. | | | | | | |
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  • How to recognise and report feelings of being unsafe or feeling bad about any adult.  • How to ask for advice or help for themselves or others, and to keep trying until they are heard.  • How to report concerns or abuse, and the vocabulary and confidence needed to do so.  • Where to get advice e.g. family, school and/or other sources. | | | | | | |
|  | Long Term Plan: RPHSE (Equality and Diversity is in bold) | | | | | | |
| **Family and people who care for me**  **Caring friendships**  **Respectful relationships** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| What is a family?  *To know what a family is and who is in my family.*  *To know that families are important because they provide and look after me.* | What is a family?  ***To understand that families can include a range of people and how different members of a family are related to each other and how they can provide love, care and make me feel secure.***  ***To know that families in my school and in the wider world can look different.*** | Families offer stability and love  ***To know that families can be made up differently*** *and are important for children growing up because they can give love, security, stability and they look after and protect each other(talk about the different*  *To be able to explain who I can talk to if I do not feel my normal self.* | Healthy families    ***To know that all families can look different*** *but are based around love and care and that a healthy family life includes commitment to each other and the importance of spending time together and sharing each other’s lives.*  *To know that caring relationships are at the heart of happy families and are important to our security as we grow up but to recognise*  *if family relationships are making me feel unhappy or unsafe and who to go to if I am worried.* | Respect and manners  ***To know that it is important to respect others regardless of their background, character, personality, physical appearance or make choices to have different preferences or beliefs***  ***.***  *To understand what courtesy and manners are and how they can be respectful.* | Build a friend  *To know what makes a strong friendship and that friendships are based on supporting each other with problems and difficulties and know* *strategies for resolving friendship issues requires a calm approach.* | Respect  ***To know 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.*** |
| Families are all different  ***To know that all families are different.*** | What are friendships?  *To know that friendships make me feel happy and secure and explain the characteristics of a good friend.* | Families are all different    ***To know that all families can look different and we must respect our differences****.* | Friendship conflict  *To know that people choose friends and that it is ok to not have strong friendships with everyone but that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded*.  ***To know how to improve respectful relationships in a range of contexts****. Eg spending time with others, getting to know others, offering support and listening.* | Healthy friendships  ***To know that friendships are based on mutual respect,*** *truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and know strategies for resolving conflict within a friendship.*    *To recognise who you can trust and who you can not trust.*  *Explore what trust is and how a friendship supports this as well as recognising when a friendship is making me feel unhappy on a regular basis and know who I can talk to if in this situation.* | Friendship skills    *To know how to judge when a friendship is making you feel unhappy or uncomfortable and to seek support from a trusted adult and to understand that successfully resolving a conflict can strengthen a friendship.*  *To be able to coach my peers to discuss feelings and worries.* | Respectful relationships    ***To know that it is important to respect others regardless of their background, race, character, personality, physical appearance or make choices to have different preferences or beliefs.*** *and to know and explain what a stereotype is and how they can be unfair, negative or destructive.* ***(covering gender stereotypes, racial and those linked to LGBTQ+)***  *To accept that people choose who to be friends with and know strategies for making new friends in new environments.*    *To understand the importance of seeking permission and giving permission in relationships with friends, peers and adults.* |
| Healthy families  *To be able to explain ways that my family make me feel happy.* | Recognising other people’s emotions  *To recognise how other people show their feelings and how to care for others.* | Other people’s feelings  *To recognise how others show feelings in different ways and how to respond.*  ***To be able to understand how my words and actions can affect other people.*** | Friendship conflict versus bullying    *To understand the meaning of trust and begin to recognise friendships that are trustworthy and that* *most friendships have ups and downs, which can be resolved and this can even strengthen a friendship however, sometimes this may require adult support.*  *To know what actions to take if I believe someone, or I, am being bullied.* | How my behaviour affects others  *To be able to understand how I can make a positive contribution towards others.*  *To understand what sorts of boundaries are appropriate in friendships, with peers and others and provide examples of appropriate boundaries.* | Marriage  *To know that marriage is a formal and legal commitment of 2 people which is intended to be lifelong.*  ***To know that marriage isn’t restricted to just a male and female.*** | Stereotypes: Attitudes    ***To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.***  ***To explore the attitudes and ideas of others and learn how to challenge these beliefs if they are unfair, negative or destructive.*** |
| What is a friend?  *To know what a friend is and to name my friends.* | Working with others  *To understand that friendships with peers and others have boundaries and explain what this means.* | Unhappy friendships  *To know that people choose friends based on their similar interests and personalities and that positive friendships can give us a sense of belonging and make us feel better about ourselves.*  *To know that families and friendships can have disagreements which can be resolved, worked through and repaired.*  *To know what bullying is and how to recognise bullying.* | Effective communication  *To understand the different ways in which we communicate and the importance of good listening.*  ***To understand how my words and actions can affect other people.***  *To be able to explain who I can speak to if I am worried about my own or someone else’s health or wellbeing.*  *To recognise the importance of having compassion towards others and how to show concern.* | Bullying  *To understand the impact of bullying and the responsibility of bystanders to help.*  *To know that I must continue to ask for help until I feel better about a situation.*  ***To understand how I can report if I feel I, or someone else, is being treated unfairly.***  *To be able to explain who I can go to for help if I am worried about myself or someone else* | Respecting myself    *To understand how to show self-respect and how this can affect my own happiness and to recognise when I am not comfortable in a situation or do not wish to conform.* | Challenging Stereotypes    ***To be able to explain the importance or reporting concerns for other people’s behaviour and to not ignore behaviour that I feel is wrong.*** |
| Build a friend  *To learn how to make friends and what makes a good friend.*  *To know that friends make us feel happy.* | Friendship problems  *To know that it is normal for friendships to have ups and downs.*  *To know what bullying is and who to tell if I am concerned about this.* | Introduction to manners and courtesy  ***To understand what courtesy and manners are and how they can be respectful.*** | Learning who to trust  *To understand why trust is an important part of positive relationships.*  *To understand what trust is, who to trust and why and what to do if they don’t trust someone or someone breaks their trust.*  *To be able to explain who I can go to for help if I am worried about myself or someone else, or do not feel safe.*  *To know who I can talk to if I am being made to feel upset or hurt by an adult.* | Stereotypes: Gender  *To know what a stereotype is and explore this concept* ***(covering gender stereotypes, and those linked to where someone comes from).***  ***To explore stereotypes in fictional characters and think about how these might influence us.***  ***To understand how stereotypes can negatively influence behaviours.***  ***To identify strategies towards challenging stereotypes and to understand the term prejudice; how to recognise behaviours/actions which discriminate.*** | Family life    ***To know that all families are centred around love and care, regardless to what families look like.***    *To know that whilst growing up, there can be conflicts within families that can be resolved and ultimately, family is based on love and care.* | Resolving conflict    *To know how to judge when a friendship is making you feel unhappy or uncomfortable and to seek support from a trusted adult.*  *To understand that resorting to violence to resolve a friendship conflict is never the correct strategy and to be able to explain effective strategies for resolving conflicts.* |
|  | Other people’s feelings  ***To know that my actions and words can affect how other people feel.*** | Healthy friendships  ***To be able to understand what a relationship is****.*  ***To be able to explain the meaning of respect and what a respectful relationship is.*** | Change and loss  ***To describe what resilience looks like.***  *To begin to understand how loss and change can affect you.*  *To think of strategies to help deal with change and loss.* | Respecting differences in others  ***To know that it is important to respect others & be respected regardless of background, character, personality, physical appearance or make choices to have different beliefs.***  *To know how to improve respectful relationships in a range of contexts. Eg spending time with others, getting to know others, offering support and listening.* | Stereotypes: Disability  ***To learn what disability and that disability is not always visible.***    **To know not to discriminate against those with a disability and that we shouldn’t make assumptions about what they can and can’t do.**  ***To understand how stereotypes can negatively influence behaviours.***    ***To identify strategies towards challenging stereotypes and to understand the term prejudice; how to recognise behaviours/actions which discriminate.*** | Bullying    ***To know that in school and in society I should expect to be treated with respect by others and*** *what actions to take if I fear myself or someone else is being bullied.* | Change and loss    *To begin to understand the process and emotions relating to grief.*  *To understand that there are a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all Humans experience in relation to different experiences and situations.*  *To be able to recognise that it is common for people to experience poor wellbeing at times of stress/change/loss and that problems can be resolved by getting support.*  *To be able to prepare for changes I may be facing in the future.* |
|  | Gender stereotypes  ***To begin to understand what is meant by a stereotype and how stereotypes can be unfair, negative or destructive.*** | Gender stereotypes:  Careers and jobs  ***To know a stereotype is, and how stereotypes can be unfair, negative or destructive.***  ***To develop understanding of  how stereotypes might affect job/career choices****.* | Stereotyping gender  ***To recognise that stereotypes are present in everyday life.***  ***To recognise how children’s toys can reinforce gender stereotypes.*** | Families in the wider world  *To know the characteristics of healthy family life including protecting children and other family members in times of difficulty even though all families can* ***look different but we should respect those differences.***  *To know that stable and caring relationships,* ***which may be of different types,*** *are at the heart of happy families and are important to children’s security as they grow up.* | Stereotyping: Gender  ***To know what a stereotype is and explain how they can be unfair and affect someone’s feelings.******(covering gender stereotypes, and racial stereotypes)***  ***To discuss effective strategies to overcome discrimination.*** | Good and bad habits  *To understand how habits can be good or bad for our health.*  *To understand how a poor diet can have an impact on our health (including obesity and tooth decay).*  *To be able to understand the risks of an inactive lifestyle (including obesity).* |
|  |  |  |  |  | Change and loss    *To understand what bereavement is and how to help someone who is experiencing loss.*    *To understand how to become more resilient.* | Stereotypes: Race and religion  ***To understand the term discrimination and recognise this in all protected characteristics (race, disability, gender, age and religion).***  ***‘*** | Physical health concerns    *To understand what happens when we are ill and begin to understand when to seek support.*    *To recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*  *To know when to seek support including which adults to speak to in school if they are worried about their health.* |
| **Health and Wellbeing** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep. | Understanding emotions  *To name and discuss feelings and know that these are normal.*  *To recognise signs of different feelings.* | Understanding my emotions  *To be able to name and discuss feelings and understand that feelings come and go and that this is normal.*  *To be able to understand what wellbeing is and know that it is a normal part of daily life.*  *To be able to understand worrying and how to manage my worries.* | Experiencing different emotions  *To express and manage my feelings – including anger, sadness, worry, loneliness.*  *To recognise that different experiences and situations can trigger different emotions.*  *To be able to explain who I can go to for help if I am worried about myself or someone else.*  *To know who I can talk to if I am worried about the way I am made to feel by an adult.* | My healthy diary  *To understand a balanced diet involves a range of foods and know the different food groups: Fruit, vegetables, dairy, protein, fats, meat, carbohydrates.*  *To be able to understand the importance of building regular exercise into daily and weekly routines.*    *To understand anger and how to manage feelings of anger.*  *To understand grief and how to manage grief.* | Looking after our teeth  *To understand how we can look after our teeth. To learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (Vitamin D, calcium etc.)* | Relaxation: Yoga    *To be able to understand and manage pressure.*  *To be able to understand mindfulness as a strategy to support my wellbeing.*  *To use yoga as a relaxation technique.* | What can I be?  ***To be able to be happy in my own skin and celebrate my differences.***  *To be able to challenge myself with an aspirational goal.*  *To be able to set myself an aspiration goal for my next stage* |
|  | Experiencing different emotions  *To understand what helps me to feel calm and happy.*  *To recognise when to take time out* | What am I like?  *To understand that I am unique* ***& everyone is different – eg skin, hair etc which should be celebrated -but also reinforce to where we are the same & that we are all equal (all at PH/ all children/ all human etc)*** | Being active  *To be able to explain the benefits of an active lifestyle for both mental and physical health.* | Relaxation  *To understand that mental wellbeing is a normal part of daily life, in the same way as physical health.*    *To be able to talk about my wellbeing and to judge whether what I am feeling is appropriate and proportionate.*  *To learn a range of relaxation stretches and understand that relaxation has a positive impact on the body both mentally and physically.* | Relaxation: Visualisation    *To be able to explain self-care techniques that work for me including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.*  *To be able to identify and discuss my own wellbeing.*  *To be able to understand mindfulness as a strategy to support my wellbeing.* | The importance of rest  *To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.* | Relaxation: Mindfulness  *To be able to develop strategies to support my emotions and feelings.*  *To be able to express and manage my emotions using a range of strategies, including mindfulness.*    *To be able to understand mindfulness as a strategy to support my wellbeing*. |
| The choices we make  ***To make my own choices and understand that it is ok to be different.*** | Ready for bed  *To be able to understand that children and adults need good quality sleep to function.*  *To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.* | Relaxation: Breathing exercises  *To identify simple self-care techniques which improve my wellbeing.*  *To be able to understand that sleep is an important part of physical and mental health.*  *To recognise when my feelings may have an impact on my wellbeing. (Use ‘Headspace’ to teach breathing exercises).* | Wonderful me  ***To understand the different aspects of my identity by considering what I like and the groups and communities I belong to.***  *To recognise that children can feel lonely at times.*  *To understand what self- respect is and how it makes me feel.* | Celebrating mistakes:  *To develop a growth mindset and understand that mistakes are useful.* | Embracing failure    *To be able to understand how challenges and failure build resilience.*  *To understand that failure is a normal part of life and we should not give up if something does not go according to plan.* | Taking responsibility for my mental health  *To understand and plan for a healthy lifestyle.*  *To understand that mental wellbeing is a normal part of daily life, in the same way as physical health.*    *To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.*  *To be able to explain who I can talk to for support if I am worried about my own or someone else’s wellbeing or health.* |
| Learning form mistakes  *To recognise mistakes and learn from them.* | Relaxation  *To be able to identify strategies to manage my feelings, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.* | Steps to success    *To understand the meaning of aspiration.*  *To set challenging goals.* | My superpowers    *To identify my own strengths and begin to see how they can affect others.*  *To recognise positive things about themselves and their achievements.* | Meaning and purpose: My role    *To understand how to show self-respect and how this can have a positive impact on the way I feel.*  ***To know what is right and wrong behaviour*** *and what to do if I am concerned by another person’s behaviour.* | Going for goals  *To be able to challenge myself with an aspirational goal.*  *To be able to recognise my strengths and areas for improvement.* | The impact of technology on health  *To understand the potential impact of technology on physical and mental health.*  *To understand the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.*  *To evaluate the reality of online sites and images & understand how this can have a negative impact on the reader/viewer* |
| Dealing with our emotions  *To be able to express when I do not feel my normal self and to know who I can talk to.* | Handwashing and personal hygiene  *To understand how to stay physically healthy including exercise, washing, hygiene and dental health.*  *To begin to understand how germs are spread and how we can stop them spreading.* | Developing a growth mindset  *To identify strategies to help overcome barriers or manage difficult emotions.*  *To develop a growth mindset. “I can’t do it YET.”*  *To understand the meaning of resilience.* | Resilience breaking down barriers  *To understand that resilience makes us stronger.*  *To learn that problems can be overcome by having a plan to break the issue down into smaller goals.*  *To set myself a goal and be committed to achieving this.* | My happiness    *To identify things that are important to them and learn that they can take action to influence their own happiness.*  *To be able to set myself a goal and be committed to achieve this.* | Taking responsibilities for my feelings    *To take responsibility for our own feelings and actions and to use vocabulary to describe these.*  ***To understand the importance of positive and respectful relationships*** *and how they make me feel.* | Resilience Toolbox  *To reflect on skills they have developed to identify and respond to difficult situations.*  *To be able to accept failure as a learning opportunity.* |
| My happiness  *To be able to feel proud of myself and celebrate my achievements.* | Sun safety  *To begin to understand the risks associated with the sun.*  *To understand about safe and unsafe exposure to the sun.* | Healthy diet    *To be able to understand what a healthy and balanced diet is.* | Diet and dental health  *To be able to design a balanced meal and explain the importance of different food groups.*  *To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).*  *To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.* | Emotions  *To learn that it is normal to experience a range of emotions and identifying emotions people may feel in different situations.*  *To understand anger and how to manage feelings of anger appropriately.* | Healthy meals    *To be able to understand what makes a poor diet and the impact of unhealthy eating on our bodies.*  *To be able to understand and explain the importance of an active lifestyle.* | Immunisation    *To understand ways that we help prevent ourselves and others becoming ill and the benefits of immunisation.* |
|  |  | Allergies  *To begin to understand allergies (what is an allergy?)*  *To know the facts and science relating to allergies, immunisation and vaccination.* | Looking after our teeth  *To understand ways of looking after our teeth.*  *To understand about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.* |  | Mental health  *To be able to explain who I can speak to if I am worried about my mental health.*  *To begin to understand what mental health is and that sometimes people need help with their mental health and who can help if they need it.* | Sun safety  *To be able to recognise that the sun can damage my skin.*  *To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection.* | Good and bad habits  *To understand how habits can be good or bad for our health.*  *To understand how a poor diet can have an impact on our health (including obesity and tooth decay).*  *To be able to understand the risks of an inactive lifestyle (including obesity).* |
|  | People who help keep us healthy  *To understand that there are people in the local community who help to keep us healthy. (E.g. doctors, nurses etc)* |  |  |  |  | Physical health concerns    *To understand what happens when we are ill and begin to understand when to seek support.*  *To recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*  *To know when to seek support including which adults to speak to in school if they are worried about their health.* |
| **Safety and the changing body**  **Being safe**  **Online relationships** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Adults in school  *To know to speak to an adult if someone regularly hurts my feelings.* | Adults in school  *To know how to respond to adults in a safe and familiar context.*  *To be able to explain who I can talk to if I do not feel my normal self.* | Introduction to the internet  *To know what the internet is and  how to stay safe online and recognise the risks.* | First Aid: Emergencies and calling for help. First Aid: Bites and stings    *To understand basic first-aid, for example dealing with common injuries, including head injuries.*  *To know how to make a clear and efficient call to emergency services if necessary.*  *To understand how to help if someone has been stung or bitten.* | Internet safety: Age restrictions  *To understand why certain apps have a minimum age.*    *To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this* | Online friendships    *To know that you cannot always be sure who someone is online and if you are concerned to tell an adult immediately.*  *To communicate safely and respectfully online* | Alcohol  *To understand that alcohol can have an impact on our health and behaviour.* |
| Appropriate contact  *To understand that somethings need privacy E.g when we go to the toilet at school we close the door to give us privacy, wearing underwear etc.* | Adults outside of school  *To be able to discuss adults they encounter and to know how to respond safely. E.g. a waitress.*  *To know the about the different roles and responsibilities people have in their community e.g. police, teaches the church etc.* | Communicating online  *To know that you should always be respectful to people online, just like face-to-face.*  *To know that is it not always clear who you are talking to online.*  *To know to seek an adults permission to talk to a friend online.*  *To know how to respond to adults they encounter who they do not know (including online) and to know what is appropriate.* | Staying safe  *To be able to understand what privacy is and how this can affect adults and children.*  *To understand that friendships with peers and others have boundaries and how to respect this.* | Share aware  *To know that is it not always clear who you are talking to online.*  *To know not to share personal information with anyone online and that personal information can easily be shared and used unwillingly.*  *To understand why people use the internet to communicate.*  *To understand what is appropriate communication and what is not.* | Staying safe online  *To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.*  *To know not to share personal information and data with anyone online and that personal information can easily be shared and used unwillingly.* | Critical digital consumers    *To understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.* |
| Being safe  *To understand that your body belongs to you and what to do if any physical contact makes you feel uncomfortable.* | Getting lost  *To be able to explain who I can go to for help if I feel unsafe. (Police, paramedic, a worker in shop etc.)*  *To understand what to do if you get lost.* | Secrets and surprises    *To begin to understand the difference between secrets and surprises.*  *To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.* | Be kind online  *To know that the same principles apply to online relationships as to face-to-face relationships and to talk to an adult immediately if someone is making me feel unhappy online.* | First Aid: Asthma  *To understand how to help someone with asthma.*  *To understand basic first-aid, for example dealing with common injuries, including head injuries.*  *To know how to make a clear and efficient call to emergency services if necessary.* | Being Safe  *To understand that adults and children both require privacy but it is not always right to keep secrets if they relate to being safe.*    *To understand how to recognise if physical contact is appropriate or inappropriate and makes you feel uncomfortable and what to do if you are in this situation.* | Social media  *To understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.*  *To know that people sometimes behave differently online, including by pretending to be someone they are not.*    *To know how to critically consider online friendships and sources of information as well as awareness of the risks associated with people they have never met.*  *To know not to share personal information and data with anyone online and that personal information can easily be shared and used unwillingly.*  *To recognise what is acceptable and unacceptable behaviour when using technologies and online services.* |
| Asking for help  *To know who I can ask for help if I feel unsafe or unsure about something, or if I am made to feel sad by an adult.* | Making an emergency phone call  *To know what an emergency is and how to make a clear and efficient call to emergency services if necessary.* | Appropriate contact: My private parts  *To begin to understand the concept of privacy and the correct vocabulary for body parts.*  *NSPCC Pants Rules* | Cyberbullying    *To understand that cyberbullying involves being unkind online and what to do if this happens.* | Privacy and secrecy    *To understand the difference between secrets and surprises.*    *To understand that as we get older, our privacy may become more important.*  *To understand how to recognise if physical contact is appropriate or inappropriate and makes you feel uncomfortable and what to do if you are in this situation.*  *To know how to respond to adults they encounter who they do not know (including online) appropriately and safely and to be able to recognise when a situation is unsafe.*    *To recognise that we should ask for permission before acting in a certain way. E.g. Ask for permission before borrowing someone’s belongings.* | Staying Safe  *To understand that friendships require boundaries and to know who to talk to if something is making me feel uncomfortable.*    *To know how to recognise and what to do if in a situation where you feel unsafe or feel bad about an adult.* | Safety and Privacy    *To understand that adults and children both require privacy but it is not always right to keep secrets if they relate to being safe.* |
| Road Safety  *To know how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly.* | Appropriate contact  *To understand that somethings need privacy E.g when we go to the toilet at school we close the door to give us privacy, wearing underwear etc and that we should respect each other’s privacy.*  *To understand that your body belongs to you and the difference between what physical contact is ok and what to do if something makes you feel uncomfortable.* | Appropriate contact: My private parts are private  *To be able to understand what privacy is and how to respect this.*  *To understand the difference between what physical contact is appropriate and what to do if any contact makes you feel uncomfortable.* | Fake emails  *To know not to share personal information with anyone online and that personal information can easily be shared and used unwillingly.*  *To know that is it not always clear who you are talking to online.* | Consuming information online  *To begin to understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.*  *To understand why some information on line (& films and videos) should not be copied.* | Asking for help    *To be able to explain who I can go to for help if I am worried about myself or someone else.*  *To know that I must continue to ask for help until I feel better about a situation or safe again.*  *To know that there are different forms of abuse and how to report concerns of how I or someone else is being treated.*  *To know that schools can provide help and advice.*  *To be able to explain who I can speak to if I am worried about my physical or mental health.* | Staying Safe  *To be able to explain that friendships require boundaries and to know who to talk to if something is making me feel uncomfortable.*  *To know how to recognise and what to do if in a situation where you feel unsafe or feel bad about an adult.*  *To understand how to recognise if physical contact is appropriate or inappropriate and makes you feel uncomfortable and what to do if you are in this situation.* |
|  | Safety with substances  *To begin to understand what is safe to put into or onto our bodies.* | Road safety  *To understand ways to keep safe on and near roads.*  *To explain some rules to keep safe near traffic.*  *Highways agency – Hedgehogs Road Safety Campaign* | Drugs, alcohol and tobacco: Making choices  *To understand the choices people can make and those which are made by others.*  *To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.* | Staying Healthy    *To be able to understand the principles of planning and preparing a healthy meal based on a balanced diet.*  *To be able to make suggestions and devise a weekly routine to include regular exercise into our lives.* | First Aid: Bleeding  *To understand how to help someone who is bleeding.*  *To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries.*  *To know how to make a clear and efficient call to emergency services if necessary.* | Seeking Help    *To know how to recognise and what to do if in a situation where you feel unsafe or feel bad about an adult.*  *To know that I must continue to ask for help until my situation improves and I feel safe again.*  *To know that there are different forms of abuse and how to report concerns of how I or someone else is being treated.*  *To know that schools can provide help and advice.* |
|  | Safety at home  *To understand that there are dangers at home and how these can be avoided.*  *To be able to understand how to keep myself safe and calm.* | Crossing roads safely    *To understand ways to keep safe on and near roads.*  *To explain some rules to keep safe near traffic.* | Drugs, alcohol and tobacco: Influences  *To begin to recognise who and what can influence our decisions.*  *To know how we can make sure we are making the right decision for ourselves.*  *To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking* | The importance of sleep  *To be able to understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect our mood, how we feel and our ability to learn.* | Alcohol, drugs and tobacco: making decisions  *To begin to understand the influence others have on us and how we can make our own decisions.*  *To understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking*.  *To understand that smoking is addictive and can have an impact on our health and behaviour.* | First Aid: Choking (may need a first aider/St Johns Ambulance in to teach this)  *To learn how to recognise when someone is choking and learn how to give first aid, including giving back blows and tummy thrusts and get medical help if required.* |
|  | People who help keep us safe  ***To understand that there are people in the local community who help to keep us safe.*** | Staying safe with medicine  *To begin to understand how to stay safe with medicines.* | Keeping safe out and about    *To develop an understanding of safety on or near roads.*    *To explain some rules to keep safe near traffic.*  *Highways agency – Hedgehogs Road Safety Campaign* | Tobacco  *To begin to understand the risks of smoking and the benefits of being a non smoker.* |  | First Aid: Basic life support (may need a first aider/St Johns Ambulance in to teach this)  *To learn what to do if a casualty is unresponsive and breathing normally, including putting the patient into the recovery psotion and seeking medical help.* |
| **Citizenship**  Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment. | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Respect  ***To know what it means to be respectful to others.*** | Rules  *To know what rules are, why they are needed and* ***why different rules are needed for different situations.*** | Rules beyond school  *To know what rules are, why they are needed and* ***why different rules are needed for different situations.*** | Rights of the child  ***To learn about the UN Convention on the Rights of the Child and explore how these rights apply to their own lives and choices they make****.* | What are human rights?  ***To learn about the Human Rights Convention and the context in which it was written.***  ***To recognise reasons for rules and laws; consequences to not adhering to rules and laws and the consequences.*** | Breaking the law    ***To understand why we have rules and laws and why this is essential for a functioning society.***  ***To begin to understand the role of the police and democracy in the justice system.***  *To understand the different levels of consequences associated with not adhering to rules and laws.* | Human Rights  ***To recognise there are human rights that are there to protect everyone.***    ***To understand human rights, including the right to education.*** |
| Manners and courtesy  ***To know that it is important to say please and thank you.*** | Caring for others: Animals  ***To know how people and*** *other living things* ***have different needs; about the responsibilities of caring for them*** *(Paws, Claws and Whiskers topic)* | Our school environment  *To know about things they can do to help look after their environment (Eco Science).* | Rights and responsibilities    ***To learn what responsibilities they and adults have to help all children benefit from their rights under the UN Convention on the Rights of the Child.*** | Caring for the environment    *To learn about the environment and to understand how reusing items benefits the environment.* | Rights and responsibilities    ***To understand about the relationship between rights and responsibilities.*** | Food choices and the environment    *To understand some environmental issues relating to food and food production.*    *To understand ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).* |
| Celebrating differences  ***To know that we all are different and we show respect about our differences.*** | The needs of others  *To begin to understand the needs of babies and young children.* | Our local environment  ***To learn about the different roles people play in looking after our local environment including, volunteers, cleaners, caretakers and lunchtime staff.*** | Recycling  *To identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment e.g. reduce, reuse, recycle (link to Eco Science).* | Community    ***To understand the role of groups in the wider community.*** | Protecting the planet  *To understand how reducing our use of materials and energy will help the environment.* | Caring for others  *To be able to understand how I can make a positive contribution towards others in my community.*  *To understand how to show care and concern for others.*  *To be able to coach my peers to discuss feelings and worries.* |
| Valuing all people within our community  ***To be able to discuss adults they encounter and to know how to respond safely. E.g. a waitress.*** | Similar, yet different  *To recognise the ways the same as, and different to, other people* ***demonstrating respect and tolerance.***  *To know that everyone has different strengths.* | Job roles in our local community  ***To know about the different roles and responsibilities people have in their community and the impact of those roles not been fulfilled.*** | Local community groups  ***To value the different contributions that people and groups make to the community.***    ***To begin to understand the term diversity and the benefits of living in a diverse community.*** | Contributing  ***To understand the contribution groups make to a community.*** | Contributing to the community    ***To understand how we recognise and value the contribution people make to the community.***  *To be able to understand how I can make a positive contribution towards others in my community (project-based learning)* | Prejudice and discrimination  ***To recap the term discrimination and recognise this in all protected characteristics (marriage, same sex, religion and belief).***  ***To discuss effective strategies to overcome discrimination.***  ***To be able to express and accept that all families are different but built upon the same principles.*** |
| Why rules are important  ***To recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.*** | Belonging  ***To recognise the different groups they belong to and why these are important. (religious groups as well as sports groups etc)*** | Similar yet different – my local community  ***To recognise similarities and differences between people in the local community; demonstrating respect and tolerance.***  *To understand what makes us all different* ***& recognise how this makes a diverse world – that we should celebrate this.***  *To know the importance of respecting others* ***and that everyone has an equal right to be respected, regardless of who they are or where they were born.*** | Charity  *To understand that charities and organisations care for others and how people can support them including; donating, fundraising and volunteering.* | Diverse communities  ***To understand the term diversity and be able to explain the benefits of living in a diverse community.*** | Pressure groups    ***To recognise the role of pressure groups in society.*** *(A group that tries to influence public policy in the interest of a particular cause e.g. extinction rebellion)*    *To be able to make informed decisions to resist pressure.* | Value and Diversity  ***To understand diversity and the value different people bring to a community****.* |
| Problem solving  *To encourage children to talk about a problem together and come up with ideas for how to solve it.* | Democratic decisions  ***To begin to understand how democracy works****.* | School council  *To develop an understanding of how school council works and why it is important to have a democratic election system.* | Local democracy    ***To begin to understand how democracy works in the local area and how decision are made by councillors*** | Local councillors  *To develop an understanding of the role of local government. (Act out a scenario where some of the class are councillors and some of the class are residents.)*  *(Extended the unit by inviting a local councillor into school).* | Parliament  *To begin to understand how parliament works.*  *To understand that democracy is one of the fundamental British values.* | National Democracy    *To understand how government works.*    *To understand that democracy is one of the fundamental British values.* |
|  | Challenging assumptions  To understand what compassion is.  To begin to develop a mutual respect, empathy and understanding of their society.  To understand and challenge assumptions about refugees, migrants and asylum seekers. | Challenging assumptions  To understand what compassion is.  To develop a mutual respect, empathy and understanding of their society.  To understand and challenge assumptions about refugees, migrants and asylum seekers. | Challenging assumptions  To understand what compassion is.  To develop a mutual respect, empathy and understanding of their society.  To understand and challenge assumptions about refugees, migrants and asylum seekers. | Challenging assumptions  To understand what compassion is.  To develop a mutual respect, empathy and understanding of their society.  To understand and challenge assumptions about refugees, migrants and asylum seekers. | Challenging assumptions  To understand what compassion is.  To develop a mutual respect, empathy and understanding of their society.  To understand and challenge assumptions about refugees, migrants and asylum seekers. | Challenging assumptions  To understand what compassion is.  To develop a mutual respect, empathy and understanding of their society.  To understand and challenge assumptions about refugees, migrants and asylum seekers. | Challenging assumptions  To understand what compassion is.  To develop a mutual respect, empathy and understanding of their society.  To understand and challenge assumptions about refugees, migrants and asylum seekers. |
|  |  |  | Giving my opinion  ***To learn that we can share our opinions on things that matter to us and that our ideas and opinions can help to change something.*** | Rules  ***To understand why we have rules and the consequences of breaking rules at school and home.*** |  |  |  |
| **Economic Wellbeing**  Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices. | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | Introduction to money  *To know what money is; forms that money comes in; that money comes from different sources. (Link to maths curriculum)* | Where money comes from  *To learn where money comes from and how people make money.* | Ways of paying    *To identify the different ways to pay for things and the choices people have about this.* | Spending choices  *To recognise that people have different attitudes towards saving and spending money.*    *To understand what influences people decisions to wards saving and spending money.*    *To begin to understand what makes something good value for money.* | Borrowing    *To understand that a loan can be a way to pay for things but that it needs to be repaid (often costing more in the long run).* | Attitudes to money  *To identify the ways that money can impact on people’s feelings and emotions.*  *To recognise that people have different attitudes towards saving and spending money.* |
|  | Looking after money  *To understand that people make different choices about how to save and spend money.* | Needs and wants    *To know the difference between needs and wants and that sometimes that people might not always be able to have the things they want.* | Budgeting    *To develop an understanding of how to keep track of money and why budgeting is important by learning how to put a budget together.* | Keeping track of money  *To begin to understand the importance of keeping track of money.* | Income and expenditure    *To understand income and expenditure and how to track money.*  *To understand that peoples spending decisions can affect others and the environment e.g. fair trade, buying single use plastics and giving to charity.* | Keeping money safe  *To learn how to keep money in bank accounts safe and discuss how people can access their money when it is in a bank.* |
|  | Banks and building societies  *To understand the benefits of banks and building societies. (Bank visit?)* | Wants and needs  *To develop an understanding about why saving money is important and can help to buy the things we want.* | How spending affects others  *To recognise that money has an impact on how we feel.* | Looking after money  *To understand ways money can be lost and how this makes people feel.* | Risk with money    *To learn some of the risks associated with money and what they can do to keep money safe and not waste it.* | Gambling    To identify the risks involved in gambling; different ways money can be won or lost through gambling related activities and their impact on health, wellbeing and future aspirations. |
|  | Saving and spending  *To understand that people make different choices about how to save and spend money.* | Looking after money  *To understand that money needs to be looked after and the different ways in doing this. (Children learn that banks look after money, certain features of different banks and the benefits of bank accounts).* | Impact of spending  *To learn about the ethics of spending, using examples of positive choices which we can make to have a bigger impact. E.g. ethical brands.*  *To know about the risks associated with money e.g. money can be won, lost or stolen and ways of keeping money safe.* | Influences on career choices  *To know that there is a broad range of different jobs/careers that people can have.*    *To know what might influence people’s decisions about a job or career. E.g. personal interests and values, family connections to certain trades or business.* | Prioritising spending    *To recognise that people make spending decisions based on priorities, needs and wants.*  *To learn how to put together a weekly budget by learning the difference needs and wants.* | What jobs are available?  *To explore what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).*  *To identify the kind of job that they might like to do when they are older.*  *To recognise ways in which stereotypical assumptions can deter people from aspiring to certain jobs.* |
|  | Jobs in schools  ***To understand some of the jobs which exist in my school.***  *To understand that jobs help people to earn money to pay for things.* | Jobs  ***To understand different jobs that people they know or people that work in the community do.***  *To know about some of the strengths and interests someone might need to do different jobs.* | Jobs and careers  ***To know that some jobs are paid more than others and money is one factor which may influence a person’s job or career job appreciating that people may choose to do voluntary work which is unpaid.***    ***To understand that there are a range of jobs available to both sex’s and think about what job they may want to do****.* | Changing job  ***To understand some of the reasons that people might choose to change their job.***  *To understand that people often have more than one career/type of job during their life.* | Stereotypes in the workplace  ***To know what stereotypes in the workplace are and that stereotypes in the work place can exist.***  ***To know that a persons career aspirations should not be limited by stereotypes.***    *To learn about some of the skills that will help in the their future careers e.g. team work, communication and negotiation.*  ***(Try to get some parents or members of the community in to speak about their careers – especially those who challenge common stereotypes).*** | Career Routes    *To understand that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid.*  *To recognise a variety of routes into careers (e.g. college, apprenticeship, university).* |
|  |  |  |  | Gender and careers  ***To understand that there are stereotypes in the workplace and these should not limit people’s career aspirations.*** |  |  |  |
| **Online Safety**  **Online relationships**  **Being safe** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Staying safe online  *To know how to stay safe online.* | Staying safe online  *To know how to stay safe online.* | Introduction to the internet  *To know what the internet is and  how to stay safe online and recognise the risks.* | Staying Safe Online    *To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.* | Internet safety    *To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.* | Online friendships  *To know that you cannot always be sure who someone is online and if you are concerned to tell an adult immediately.* | Staying Safe Online  *To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.*  *To know what to do if something goes wrong online (inappropriate contact/viruses etc.)*  *To understand what is appropriate and inappropriate online communication and the impact that this can have on others.* |
| Staying safe whilst communicating online  *To know to seek an adults permission to talk to a friend online.* | Staying safe online  To know not to talk to strangers online. | Communicating online  ***To know that you should always be respectful to people online, just like face-to-face.***  *To know that is it not always clear who you are talking to online.* | Staying Safe Online    *To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.* | Internet safety: Age restrictions    *To understand why certain apps have a minimum age.* | Communicating Online  *To communicate safely and respectfully online* | Technology Use    *To evaluate the use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online.*  *To use settings to protect yourself online.* |
| Share aware  *To know not to share personal information with anyone online.* | Staying safe online  *To know to tell an adult immediately if someone makes me feel unhappy online.* | Communicating online  *To know to seek an adults permission to talk to a friend online.* | Cyberbullying    *To understand that cyberbullying involves being unkind online and what to do if this happens.* | Share aware    *To know that is it not always clear who you are talking to online.*  *To know not to share personal information with anyone online and that personal information can easily be shared and used unwillingly.* | Staying Safe Online  *To know how to stay safe online and how to recognise the risks, harmful content and contact and how to report this.* | Critical digital consumers    *To understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.* |
| Staying safe online  *To know to tell an adult immediately if someone tries to talk to you online.* | Staying safe online  *To know to seek an adults permission to talk to a friend online.* | Communicating online  *To know how to respond to adults they encounter who they do not know (including online) and to know what is appropriate.* | Communicating Online  *To know that is it not always clear who you are talking to online.* | Communication Online Part 1  *To understand why people use the internet to communicate.*  *To understand what is appropriate communication and what is not.* | Personal Information    *To know not to share personal information and data with anyone online and that personal information can easily be shared and used unwillingly.* | Social Media – Part 1  *To understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.*  *To know that people sometimes behave differently online, including by pretending to be someone they are not.* |
| Staying safe online  *To discuss sensible amounts of ‘screen time’.* | Staying safe online  *To know not to share personal information with anyone online.* | Staying Safe Online  *To understand what to do if anything online is upsetting.* | Fake emails    *To know not to share personal information with anyone online and that personal information can easily be shared and used unwillingly.* | Consuming information online  *To begin to understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.*  *To understand why some information on line (& films and videos) should not be copied.* | Risks of the Internet    *To be able to evaluate the risks of using the internet and identify ways of protecting themselves.* | Social Media – Part 2  *To know how to critically consider online friendships and sources of information as well as awareness of the risks associated with people they have never met.*  *To know not to share personal information and data with anyone online and that personal information can easily be shared and used unwillingly.*  *To recognise what is acceptable and unacceptable behaviour when using technologies and online services.* |
|  | Staying safe online  To describe how to stay safe online. (SMART) | Staying Safe Online  *To know not to share personal information with anyone online and that personal information can easily be shared unwillingly.* | Apps and websites  *To understand why certain apps and websites have a minimum age.* | Communication Online Part 2    *To understand why people use the internet to communicate.*    *To know to always be respectful to others online, even when we are anonymous.* | Honesty and the Internet  *To stream digital content safely and legally.*  *To recognise that everything that we see online has been edited.* | Identity, body image and social media    *To have a positive self-image and understand that images in the media and online are not always real.*  *To understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.* |
| **Identity**  Considering what makes us who we are whilst learning about gender and sexual identity and body image. |  |  |  |  |  | **Year 5** | **Year 6** |
|  |  |  |  |  | (Life Bus to cover)  Puberty  To know the key facts about puberty and the changing adolescent body including physical and emotional changes (hair growth, sweat, acne, periods, development of genitals – male and female, voice gets lower and deeper –male, heightened emotions). | What is identity?    ***To understand what personal identity is; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).***  *To be able to explain what self-respect is and how to demonstrate this providing examples.* |
|  |  |  |  |  | (Life Bus to cover)  Menstruation  To know about menstruation wellbeing including key facts about the menstruation. | Gender identity    ***To understand gender identity and that for some people gender identity does not correspond with their biological sex.*** |
|  |  |  |  |  | (Life Bus to cover)  Emotional changes in puberty  To understand emotional changes during puberty | (Life Bus to cover)  Physical and emotional changes of puberty  To recognise changes that will happen to my body as I grow. |
|  |  |  |  |  |  | (Life Bus cover)  Conception |
|  |  |  |  |  |  | (Life Bus cover)  Pregnancy and birth |
| **Staying Healthy** | **Reception** |  |  |  |  |  |  |
| A healthy me  *To understand that some foods are good for us.*  *To understand why fruit and vegetables are important to our diet.* |  |  |  |  |  |  |
| Being active  *To understand that being active is good for our bodies and mind.* |  |  |  |  |  |  |
| Handwashing and personal hygiene  *To understand why we need to wash our hands before eating and after going to the toilet.* |  |  |  |  |  |  |
| Getting ready for bed  *To understand that sleep is important to my health and why bedtime is important.* |  |  |  |  |  |  |
| Looking after our teeth  *To understand why we need to wash and brush our teeth.* |  |  |  |  |  |  |
| Healthy choices  *To explain the importance of the different aspects of a healthy lifestyle.* |  |  |  |  |  |  |