Year R

Year R Autumn 1 – Me and My Relationships		
Throughout this concept the children will explore their understanding of this own SMSC and the British values of individual liberty and their own protected characteristics. **Milestone LO** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **Development Matters:** See themselves as a valuable individual. **Big End Goal:** I know what makes me unique and can share this.		
Concepts	**Component** **Substantive Knowledge**	**Composite** **Disciplinary Knowledge**
Me and my relationships	Children know that… • They can share/ talk their own thoughts and feelings with peers and save adults. • They can share/ talk their own thoughts and feelings in a safe space. • Special means somethings are of better/ greater/ different to usual value. • Interests means the feeling of wanting to know/ learn about something. • Special / Important person or people is someone who cares for you and influences your life. • Their special people won't be special to everyone.	Children know how… • To share their own special interests. • To talk about important people in their lives including their families and others that care for them. • To listen others and respond to what is said. • To name special people in my life. • To talk about themselves positively. • To describe different feelings and emotions. • To identify ways to change feelings or calm down. • To talk about when they might feel unsafe or unhappy. • To recognise how they are the same or different to others.

	• They can justify their special people. • Care is what is necessary for the health, welfare, maintenance and protection of someone or something. • Listen means when you give attention to a sound like someone who is talking. • Respond is when someone says something in return to react or answer. • Listening is a sign of respect and you have to focus with your ears and eyes. • Respond is polite and you should do this in a respectful way. When you respond you are acknowledging what you have heard. • Positive means something that is good or helpful. • Positively means that something is certain or absolute. • Feelings are something that we feel from within ourselves. • An emotion is a person's inner feeling. • Calm is a state of freedom from excitement or disturbance. • We will feel different at different times. • All emotions are okay to feel. • Feelings can be communicated in many ways. • Adults can help them understand their own feelings and support them in communicating these. • Unsafe means something is able or likely to cause harm, damage or loss.	• To identify who can help them when they are feeling different emotions. • To identify way to help others or themselves if they are feeling sad or worried. • To recognise ways in which they can help themselves or others when they feel sad.

	• Unhappy means someone is not glad/ cheerful. They are feeling sad or gloomy. • Similarities is when the state or quality of being similar or the same to another person or thing. • Differences is the quality or state of being dissimilar or different to another person or thing. • Sad is a feeling of unhappy or without joy. Somethings can cause sadness which means you are unhappy. • Worry means to feel anxious, troubled or uneasy. • It's okay to feel negative emotions.	
Vocabulary	Share, talk, thought, feeling, safe space, special, better, greater interests, important, care, listen, respond, positive, emotions, calm, communicate, adult, unsafe, unhappy, similarities, differences, sad, worry	
Enrichment & wider development	ELSA visits	

Year R Autumn 2 – Valuing Differences

Throughout this concept the children will explore their understanding of tolerance towards others through the protected characteristics.

Milestone LO

Self-regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Building relationships – Show sensitivity to their own and to others' needs.

Development Matters:

See themselves as a valuable individual.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.

Big End Goal:

I know how to build relationships through celebrating themselves and others.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Valuing differences	Children know that… • Sensitive means you act in a careful way to avoid upsetting others. • Others is a different or additional person. • Celebrate mean something is made special or honoured. • Unique is being the only one of a particular type. It is something that makes you different from everyone else. • Communicate is the act of giving, receiving and sharing information by writing, talking, listening or reading.	Children know how… • To be sensitive towards other. • To celebrate what makes each person unique. • To communicate in order to learn about the lives of their peers and share their own. • To show care and kindness towards others. • To demonstrate skills in building friendship and cooperation. • To identify and describe their own positive attributes. • To share their likes and dislikes. • To listen and respect the ideas and experiences of others.

	• Listen means when you give attention to a sound like someone who is talking. (revisiting Year R Autumn 1) • Respond is when someone says something in return to react or answer. (revisiting Year R Autumn 1) • A peer is a person the same age, same social position, or has the same abilities as other people in the group. • Care mean you make someone else feel important and know you are concern for them. • Kindness is a way of doing a good deed through having a friendly, considerate and generous nature. • Friend is a person who you know, like and enjoy spending time with. • Co-operation means that a person can think about and balance their own needs and wants with another person's needs and wants. • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Positively means that something is certain or absolute. (revisiting Year R Autumn 1) • An attribute is a quality or characteristic given to a person, group or some other thing. • Likes is a preference. • Dislikes is to have a feeling of not liking or having objection to. • Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them.	• To recognise the similarities and differences amongst their peers including their homes. • To discuss why we celebrate differences including talking about their family, customs and traditions. • To identify what makes their home special and safe. • To be sensitive towards others. • To discuss way to be kinds towards others and demonstrate this through cooperation. • To build relationships with peers.

	• Similarities is when the state or quality of being similar or the same to another person or thing. (revisiting Year R Autumn 1) • Differences is the quality or state of being dissimilar or different to another person or thing. (revisiting Year R Autumn 1) • Experience is the knowledge or wisdom that one gets from practice, activity or observation. • Family is a group of two or more people who are related by birth, marriage, adoption or who live together. (revisiting Year R Autumn 1) • Custom is anything which lots of people do, and have done for a long time. • Tradition is the handing down of information, beliefs or customs from one generation to another. • Home is a building or shelter that is made by humans to live in. • Special means somethings are of better/ greater/ different to usual value. (revisiting Year R Autumn 1) • Personal safety means keeping your feelings and body safe if people act thoughtless, mean, scary or dangerous. • Kind describe a way of doing good deeds through having a friendly, considerate and generous nature. • Relationship is how two or more people are connected.	

Vocabulary	Sensitive, careful, others, different, celebrate, unique, communicate, listen, respond, peer, care, kindness, friend, home, special, personal safety, co-operation, positive, tradition, positively, custom, attribute, like, kind, preference, relationship, dislike, respect, similarities, different, experience, family
Enrichment & wider development	Visits from people who have different custom and traditions

Year R Spring 1 – Keeping Safe

Throughout this concept the children will explore their understanding of the British Value of the aspect of the law.

Milestone LO
Managing self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Development Matters:
Manage their own needs - Personal hygiene

Big End Goal:
I know how to keep myself safe and well.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Keeping safe	Children know that… • Their body is all their physical parts including their head, legs and arms. • Safe means providing protection from harm, loss or danger. • Well means something is in a good, proper or acceptable way. • Clean means that something is free from dirt. • Protect means to defend, keep safe or shield from danger or harm. • Decision is the act or result of making up one's mind. • Medicine is a substance or preparation used in treating disease.	Children know how… • To name things that keep their body safe and well. • To name things that keep their body clean and protected. • To recognise things that might not be safe. • To make safe decisions about objects they don't recognise. • To name safe ways to store medicine and who can give it to children. • To identify some hazards and way to stay safe inside and outside. • To demonstrate how to care for the safety of others.

	• Hazard is something full of danger. It can have great or many risks. • Adult is a mature, fully developed person over the age of 18. • Help is when someone is given assistance or support. • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Touch means to bring a body part into contact with another body part through the tactile sense. • Consent is when someone agrees to something. • Online is something connected by computer to one or more or other computers or networks as through commercial electronic information service or the internet. • A community is a word for a group of people who have things in common.	• To name adults who they can ask for help and will keep them safe. • To recognise the feels they will have when they are unsafe. • To identify how to keep themselves safe. • To identify safe touches and consent. • To identify how to stay safe online. • To recognise what to do and who can help if they feel unsafe online. • To name people in their lives who keep safe including in their community.
Vocabulary	Body, safe, well, clean, protect, defend, shield, decision, medicine, hazard adult, help, unsafe, touch, consent, online, community	
Enrichment & wider development		

Year R Spring 2 –Rights and Respect

Throughout this concept the children will explore their understanding of democracy.

Milestone LO:
Building relationships
Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Development Matters:
Express their feelings and consider the feelings of others.

Identify and moderate their own feelings socially and emotionally.

Big End Goal:
I know how to care for my friends, community, environment and world.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Rights and respect	Children know that… • Special means somethings are of better/ greater/ different to usual value. (revisiting Year R autumn 1) • Interests means the feeling of wanting to know/ learn about something. (revisiting Year R autumn 2) • Special / Important person or people is someone who cares for you and influences your life. (revisiting Year R autumn 1)	Children know how… • To identify special people in their lives. (revisiting Year R autumn 1) • To recognise that their special people will be different to others. • To identify why friends are important and how we can care fo them. • To identify how we can help in the community. • To identify how they can help at home.

	• Care is what is necessary for the health, welfare, maintenance and protection of someone or something. (revisiting Year R autumn 2) • Similarities is when the state or quality of being similar or the same to another person or thing. (revisiting Year R Autumn 1) • Differences is the quality or state of being dissimilar or different to another person or thing. (revisiting Year R Autumn 1) • Friend is a person who you know, like and enjoy spending time with. (revisiting Year R Autumn 2) • Help is when someone is given assistance or support. (revisiting Year R Spring 1) • A community is a word for a group of people who have things in common. (revisiting from Year R spring 1) • Home is a building or shelter that is made by humans to live in. (revisiting Year R Autumn 1) • Environment is everything that is around us. • World is the earth and all the people and things on it. • Money is a mode of payment accepted by both sellers and buyers for good and services. • Coins is a small object usually round and flat, made out of metal used as money. • Save to prevent money from being lost.	• To identify why it is important to take care of a shared environment and say how they can do this. • To identify what makes the world special and beautiful. • To identify how we can care for the world and what will happen if we don't. • To recognise coins and other items relating to money. • To identify the uses of money. • To identify why we save money.
Vocabulary	Special, interests, important, care, similarities, differences, friends, help, community, home, environment, world, money, coins, save	

Enrichment & wider development	Visits to shop

Year R Summer 1 – Growing and Changing

Throughout this concept the children will explore their understanding the law, protected characteristics and respect each families ideals with SMSC.

Milestone LO:

- Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Building relationships: Show sensitivity to their own and to others' needs.

Development Matters:

- Know and talk about the different factors that support their overall health and wellbeing:
    - regular physical activity
    - healthy eating
    - toothbrushing
    - sensible amounts of 'screen time'
    - having a good sleep routine
    - being a safe pedestrian
- Show resilience and perseverance in the face of challenge.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.

Big End Goal:

- I know how living things grow and change.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Growing and changing	Children know that…	Children know how… • To identify different seasons. • To recognise how they have grown in resilience.

	• Seasons are four different times during the year with different types of weather. They are autumn, winter, summer and spring. • A human is an individual person. • Animals are all living things including animals and humans. Animals need food and water to live. • Appearance is the way someone looks. This includes their clothes, facial expression, skin tone and posture. • Changes means to make a different or alter the content or form of. • Living things are all things that can move or grow as they use their own energy. • Growing up means to grow toward or arrive at full stature or physical or mental maturity. • Baby is an extremely your child also known as an infant. • Family is a group of two or more people who are related by birth, marriage, adoption or who live together. (revisiting Year R Autumn 1) • Similarities is when the state or quality of being similar or the same to another person or thing. (revisiting Year R Autumn 1) • Differences is the quality or state of being dissimilar or different to another person or thing. (revisiting Year R Autumn 1) • Unique is being the only one of a particular type. It is something that makes you different from everyone else. (Revisiting Year R Autumn 2)	• To identify that animals and human change in appearance over time. • To recognise and ask questions about living things and use the relevant language. • To retell stories and respond to questions. • To recognise their own experience of growing up and use relevant language to describe this. • To identify that a baby is made by a woman and man and grows inside a Mummy's tummy. • To recognise that every family is different. • To identify similarities and difference between themselves and others. • To recognise how they have changed as they have grown. • To identify that we are all unique. (Revisiting from Year R Autumn 1) • To identify parts of the body including reproductive parts using the correct vocabulary. • Ro identify which parts of the body are kept private and safe and why. • To recognise when to tell or ask an appropriate adult for help if they feel unsafe. (revisiting Year R Spring 1)

	• Body parts is a part or section of the human body. • Reproductive system is to create or recreate something using new living things, such as a baby. • Private means something is personal and not to be shared. • Safe means providing protection from harm and loss. (Revisiting Year 2 Spring 2) • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Help is when someone is given assistance or support. (revisiting Year R Spring 1)	
Vocabulary	Seasons, autumn, winter, spring, summer, human, animals, food, water, appearance, change, living thing, growing, baby, family, similarities, differences, unique, body parts, reproductive system, private, safe, unsafe, help	
Enrichment & wider development	Visit from new life – new Mum or and farmer	

Year R Summer 2 – Being my best (These objectives will be met through Forest School)

Throughout this concept the children will explore their understanding of respect of themselves and others.

Milestone LO:

Managing self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Development Matters:

- Know and talk about the different factors that support their overall health and wellbeing:
    - regular physical activity
    - healthy eating
    - sensible amounts of 'screen time'
    - having a good sleep routine
- Show resilience and perseverance in the face of challenge.

Big End Goal:

- I know how to and can preserve to achieve a goal.
- I know how to keep myself healthy.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Being my best	Children know that… • A goal is something that you are determined you want and you work hard to achieve it. • Achieve is to reach or bring about a desired end or goal.	Children know how… • To identify an experience where they haven't achieved a goal. • To develop their confidence and resilience towards having a growth mindset.

	• Confidence means feeling sure of yourself and your abilities. • Resilience is the ability to bounce back after challenges and tough times. • Growth mindset is believing that your abilities, intelligence and performance can be developed and improved through hard work, persistence and dedication. • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year R Spring 1) • Food is an nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. • Drink is to take liquid into the mouth for swallowing. • Moderation the quality or state of being reasonable avoiding extremes. • Proteins are meat, beans and eggs. They help build healthy muscles and allow our bodies to grow and repair. • Carbohydrates are the body main source of energy as it makes them down into sugars, fibre and starches. Foods such as bread, crackers and pasta. • Dairy products are good for the health of our bones and teeth, Foods such as milk, yogurt and cheese. • Fats are nutrients in food that the body uses as fuel. • Sugars are the simplest form of carbs. They are in fruit and honey.	• To recognise how to overcome a hurdle. • To identify healthy food and drink. • To identify which foods need to be eaten in moderation (just sometime foods). • To identify the different food groups and why they are important. • To identify the changes to their body during exercise. • To recognise how exercise can help us stay well both physically and mentally. • To identify some ways to keep their body fit and well. • To identify why their body needs sleep. • To identify a bedtime routine.

	• Fruit and vegetables give use vitamins that we need. They keep our digestive system healthy. • Exercise is being physically active. • Sleep is when your eyes are closed, your body is inactive and your mind does not think. • Routine is a habit or sequence that does not vary.	
Vocabulary	Goal, achieve, confidence, resilience, growth mindset, healthy, food, drink, moderation, proteins, carbohydrates, diary, sugars, exercise, fruit, vegetables, sleep, routine	
Enrichment & wider development	Assemblies Visit from cook Visit from aspirational people	

Year 1

Year 1 Autumn 1 – Being my Best (these objectives will bet met through Forest School)

Milestone LO:

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).

Health and prevention

- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 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.RR1

Respectful relationships

- the conventions of courtesy and manners.
- 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.

Physical health and fitness

- how and when to seek support including which adults to speak to in school if they are worried about their health.

<u>Big End Goal:</u>

- I know the important of fruit and vegetables in my diet.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Being my best	Children know that… • The stomach is one of the main organs of the human digestive system. It is like a mixer, churning and mashing all the food together that comes down the oesophagus into smaller and smaller pieces. The stomach is a muscle. • The Intestines are an organ which is muscular tube. They help break down food so that the body can use it for energy. • The Brain is an organ inside the head that controls all the body functions of a human being. • The heart is a muscle. It is located a little left of the middle of your chest. Your heart is a pump. It pumps blood around you body to provide oxygen and nutrients. • The lungs are a pair of organs in the chest. They supply the body with oxygen and removes carbon dioxide from the body. It is home to the respiratory system. • Blood brings oxygen and nutrients to all parts of the body so they can keep working. Blood also carries carbon dioxide and other waste materials to the lungs, kidney and digestive system to be removed from the body. Blood also fights infections.	Children know how… • To recognise the important of fruit and vegetables in their daily diet • To identify that eating at least five portions of fruit and vegetables a day helps to maintain health. • To recognise they may have different tastes in food to others. • To identify how to make a healthy lunch. • To identify which food, they need more/ less of to be healthy. • To recognise the importance of regular hygiene routines. • To recognise personal hygiene routines nee to be in logical order. • To recognise how diseases can spread. • To recognise and use simple strategies for preventing the spread of diseases or illnesses. • To recognise learning a new skill takes practise. • To identify main body parts and the processes they carry out.

	• More means there is a greater quantity. • Less means a smaller amount. • A diet is the collection of the food you regularly eat. • Routine is a habit or sequence that doesn't vary. • Hygiene is the way we care for our bodies. • A disease is a condition that impairs the proper functions of the body or one of its parts. • Illness is an unhealthy condition of body or mind. • Prevent means taking advance measures against something possible. • Practise means to do or play something regularly or repeatedly in order to become skilled at it. • Persevere means to keep at something in spite of difficulties, opposition or discouragement. • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year R Spring 1) • Food is an nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. (revisiting Year R Summer 1) • Drink is to take liquid into the mouth for swallowing. (revisiting Year R Summer 1) • Moderation the quality or state of being reasonable avoiding extremes. (revisiting Year R Summer 1) • Proteins are meat, beans and eggs. They help build healthy muscles and allow our bodies to grow and repair. (revisiting Year R Summer 1)	

	• Carbohydrates are the body main source of energy as it makes them down into sugars, fibre and starches. Foods such as bread, crackers and pasta. (revisiting Year R Summer 1) • Dairy products are good for the health of our bones and teeth, Foods such as milk, yogurt and cheese. (revisiting Year R Summer 1) • Fats are nutrients in food that the body uses as fuel. (revisiting Year R Summer 1) • Sugars are the simplest form of carbs. They are in fruit and honey. (revisiting Year R Summer 1) • Fruit and vegetables give use vitamins that we need. They keep our digestive system healthy. (revisiting Year R Summer 1) • Exercise is being physically active. (revisiting Year R Summer 1) • Sleep is when your eyes are closed, your body is inactive and your mind does not think. (revisiting Year R Summer 1) • Routine is a habit or sequence that does not vary.(revisiting Year R Summer 1)	
Vocabulary	Stomach, intestines, brain, heart, lungs, blood, oxygen, nutrients, more, less, diet, routine, hygiene, disease, sleep, illness, prevent, practise, persevere, healthy, food, drink. Moderation, protein, carbohydrates, dairy, fats, sugars, fruit, vegetables, exercise	
Enrichment & wider development	Visits from nutritious or athlete	

Year 1 Autumn 2- Me and My Relationships

Throughout this concept the children will explore their understanding of this own SMSC and the British values of individual liberty and their own protected characteristics.

Milestone LO:

- 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.

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

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is 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.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

<u>Big End Goal:</u>

- I know and understand our classroom rules.
- I know how emotions can be represented.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Me and my relationships	Children know that… • Rules are guidelines for how people should behave. • Classroom is a room in a school where learning and teaching happens. • Listen means when you give attention to a sound like someone who is talking. (revisiting Year R Autumn 1) • Respond is when someone says something in return to react or answer. (revisiting Year R Autumn 1) • Resolving is the act of finding an answer or solution to a conflict, problem. • Conflict is a disagreement or argument. • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Positively means that something is certain or absolute. (revisiting Year R Autumn 1)	Children know how… • Classroom rules help everyone to learn and be safe. • Explain their classroom rules and why it is a rule. • To contribute to making classroom rules. • To demonstrate attentive listening skills. • To suggest simple strategies for resolving conflict. • To give positive feedback and experience how this makes them feel. • To receive positive feedback and how this make them feel. • To recognise how other might be feeling by reading body language or facial expressions. • To understand how emotions can give a physical reaction. • To identify and explain how emotions have given them a physical reaction.

	• Feedback is information given to learner about their performance relative to learning goals or behaviour or feeling. • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • An emotion is a person's inner feeling. (revisiting Year R Autumn 1) • Sad is a feeling of unhappy or without joy. Somethings can cause sadness which means you are unhappy. (revisiting Year R Autumn 1) • Worry means to feel anxious, troubled or uneasy. (revisiting Year R Autumn 1) • Body language is when people communicate how they are feeling through facial expression or movements of their body. • Physical reactions are when emotions are being felt as physical symptoms for example butterflies in their tummy. • Behaviour is how a child conducts themselves. • Manage means to direct or control yourself. • Friend is a person who you know, like and enjoy spending time with. • Quality is a characteristic that someone displays to influence. • Passive is when someone does not act and just let things happen to them.	• To identify a range of feelings. • To recognise feelings can be displayed in behaviour. • To identify strategies to support someone who is not able to manage their feelings. • To identify the qualities of a good friend. • To identify basic emotional needs and the risks surrounding these. • To identify characteristics of passive, aggressive and assertive behaviour.

	• Aggressive is an action or threat of action that is intended to harm another person either physically or psychologically. • Assertive is the ability to speak up for ourselves in a way that is honest and respectful.	
Vocabulary	Rules, classroom, listen, respond, resolving, conflict, positively, feedback, feelings, emotion, sad, worry, body language, physical, behaviour, manage, friend, quality, passive, aggressive, assertive	
Enrichment & wider development	Friendships on the playground	

Year 1 Spring 1 – Valuing differences

Milestone LO:

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.

Respectful Relationships

- 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.
- 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.

Caring Friendships

- 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.

Mental Wellbeing

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and

interests.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Being Safe
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

<u>Big End Goal:</u>
- I know recognise similarities and differences between others and I.
- I know how to be and can act kindly.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Me and my relationships	Children know that… • Similarities is when the state or quality of being similar or the same to another person or thing. (revisiting Year R Autumn 1) • Differences is the quality or state of being dissimilar or different to another person or thing. (revisiting Year R Autumn 1) • Positive means something that is good or helpful. (revisiting Year R Autumn 1) • Positively means that something is certain or absolute. (revisiting Year R Autumn 1) • Aspects is a feature or a part of something. • Classroom is a room in a school where learning and teaching happens. (revisiting Year 1 Autumn 1) • Rules are guidelines for how people should behave. • Fair means everyone gets what they need, based on visible gaps in opportunity.	Children know how… • To recognise the similarities and differences amongst their peers. • To identify with those who are different from them. • To appreciate the positive aspects of differences. • To explain the difference between unkind, teasing and bullying. • Classroom rules help everyone to learn and be safe. (revisiting from Year 1 Autumn 1) • Explain their classroom rules and why it is a rule. (revisiting from Year 1 Autumn 1) • To contribute to making classroom rules. (revisiting from Year 1 Autumn 1) • To identify what is fair, unfair, kind and unkind. • To recognise way to show kindness. • To identify some people who are special to them.

	• Unfair is when something is not just or equitable. • Special / Important person or people is someone who cares for you and influences your life. (revisiting Autumn 1 Year R) • Group is a set of people, organization or things which are considered together because they have something in common. • A community is a word for a group of people who have things in common. (revisiting from Year R spring 1) • Help is when someone is given assistance or support. (revisiting Year R Spring 1) • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally. • Kind describe a way of doing good deeds through having a friendly, considerate and generous nature. (revisiting Year R Autumn 2) • Unkind behaviour is when someone is nor kind, sympathetic or harsh to someone else. • Teasing is when someone is saying or doing unkind things about someone else. • Unacceptable means something is not acceptable so not pleasing or welcomed.	• To recognise which groups/ community they belong to. • To explain how people, help and how we can help others.
Vocabulary	Similarities, differences, positive, positively, aspects, classroom, rules, fair, unfair, special, important, group, community, help, bully, kind, unkind, tease, unacceptable	
Enrichment & wider development		

Year 1 Spring 2 – Keeping Safe

Milestone LO:

Healthy Eating

- 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).FPC6

Caring Friendships

- 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.

Respectful relationships

- 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.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

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.
- 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.

Mental wellbeing

- that there is 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.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

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-to-face 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.ISH1

Internet safety and harms

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

<u>Big End Goal:</u>

- I know how to and can live a healthy lifestyle.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge

Keeping Safe	Children know that… • Sleep is when your eyes are closed, your body is inactive and your mind does not think. (revisiting Year R Summer 1) • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year R Summer 1) • Balanced lifestyle is when you achieve optimal health in all aspect of your life: relationships, work, fitness, health and emotional happiness. • Adult is a mature, fully developed person over the age of 18. (revisiting from year R Spring 1) • Help is when someone is given assistance or support. (revisiting from year R Spring 1) • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • PANTs is a simple and clever acronym for the underwear rule. Privates are private, always remember your body belongs to you, no means no, talk about secrets that upsets you and speak up, someone can help. • Online is something connected by computer to one or more or other computers or networks as through commercial electronic information service or the internet. (Revisiting from Year R Spring 1) • Safe means providing protection from harm, loss or danger. . (Revisiting from Year R Spring 1 • Medicine is a substance or preparation used in treating disease. (Revisiting from Year R Spring 1)	Children know how… • To recognise the importance of sleep in maintaining a re, balanced lifestyle. • To name adults who they can ask for help and will keep them safe. (revisiting from Year R Spring 1) • To recognise the feels they will have when they are unsafe. (revisiting from Year R Spring 1) • To understand the PANTs rule. • To begin to identify how to stay safe online. • To understand that medicines can sometimes make people feel better. • To name safe ways to store medicine and who can give it to children. (revisiting from Year R Spring 1) • To recognise the feeling associated with loss.

	• Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • Loss is the fact of no longer having something or someone.	
Vocabulary	Sleep, healthy, balanced lifestyle, adult, help, unsafe, PANTs, online, safe, medicine, feelings, loss	
Enrichment & wider development		

Year 1 Summer 1 – Rights and Respect

Milestone LO:

Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 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.

Respectful relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- 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.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Big End Goal:

- I know the importance of looking after people, things and places.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Rights and respect	Children know that… • Care is what is necessary for the health, welfare, maintenance and protection of someone or something. (revisiting Year R autumn 2)	Children know how… • To recognise how a person's behaviour can affect other people. • To identify what they like about the school environment.

	• Home is a building or shelter that is made by humans to live in. (revisiting Year R Autumn 1) • Environment is everything that is around us. • Money is a mode of payment accepted by both sellers and buyers for good and services. • Coins is a small object usually round and flat, made out of metal used as money. • Save to prevent money from being lost. • Money can be spent. • Behaviour is how a child conducts themselves. (Revisiting Year 1 Autumn 1) • Responsibility means being dependable, making good choices and taking accountability for your actions. • Looking after something means you take care of it and protect it. • Basic first aid is to give someone assistance who is injured or needs help.	• To identify who and how to care for the school environment (Revisiting Year R Spring 2) • To recognise and demonstrate the responsibility of looking after something. • To identify the importance of looking after things that belong to them and others. • To identify where people get money from and how this is spent on the family home. • To recognise coins and other items relating to money. (revisiting Year R spring 2) • To identify the uses of money. (revisiting Year R spring 2) • To identify why we save money.(revisiting Year R spring 2) • To identify why and how to keep money safe. • To recognise the need for basic first aid.
Vocabulary	Care, home, environment, money, coins, save, behaviour, responsibility, basic first aid	
Enrichment & wider development	Visits to shops	

Year 1 Summer 2 – Growing and changing

Milestone LO:

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the risks associated with an inactive lifestyle (including obesity).

Health and Prevention

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Families and people who care for me

- 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.
- 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

- 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.

Respectful relationships

- 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.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

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.

Mental wellbeing

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

<u>Big End Goal:</u>

- I know how I have grown.
- I know that part of my body is private.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Growing and changing	Children know that… • Energy is the capacity or ability to do something. (Revisiting Year 2 Summer 1)	Children know how… • To identify where the body gets energy from (food ,water, air/ oxygen).

	• Food is an nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. (revisiting Year R summer 1) • Water is a liquid that is made up of three atoms (two hydrogens, one oxygen) to make the tiny molecule. • Oxygen is a colourless, odourless gas which we breath in. • Air has no colour, taste or odour. It is invisible however we can hear it in the wind and we can feel it brush passed us. Air consists of a mixture of gases. • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year R Spring 1) • Exercise is being physically active. (Revisiting Year R summer 1) • Sleep is when your eyes are closed, your body is inactive and your mind does not think. . (Revisiting Year R summer 1) • Baby is an extremely your child also known as an infant. (revisiting Year R Summer 2) • Toddler is a child approximately 1 to 3 years old. • Help is when someone is given assistance or support. (revisiting from year R Spring 1) • Teasing is when someone is saying or doing unkind things about someone else. (Revisiting Year 1 Autumn 2)	• To recognise that exercise and sleep are important part of a healthy lifestyle. • To identify things they could do as a baby, a toddler and can do now. • To identify the people who help/helped them at those different stages. • To recognise the difference between teasing and bullying. • To identify who could help them in a bullying situation. • To identify the differences between secrets and nice surprises. • to identify who they can talk to if they feel uncomfortable. • To identify parts of the body that are private. (Revisiting from Year R Summer 2) • To identify who they can talk to about their private parts.

	• Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally. (Revisiting Year 1 Autumn 2) • Secrets is something kept hidden or unexplained. • Surprise is to catch someone or something off guard. It is an act upon without giving any warning. You may have to keep the plan a secret for the intended surprise. • Uncomfortable is a feeling of discomfort or not comfortable. This can cause distress, be irritating or painful. • Body parts is a part or section of the human body. (Revisiting Year R Summer 2) • Private means something is personal and not to be shared. (Revisiting Year R Summer 2)	
Vocabulary	Energy, capacity, food, water, oxygen, air, healthy, exercise, sleep baby, toddle, help, tease, unkind, bully, secrets, surprise, uncomfortable, body parts, private	
Enrichment & wider development	NSPCC	

Year 2

Year 2 Autumn 1 – Me and My Relationships

Milestone LO:

Respectful Relationships

- 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.
- 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.
- 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.

Mental wellbeing

- that there is 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.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

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.

Big End Goal:

• I know my and other responsibilities and how this can impact the way someone feels.		
Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Me and my relationships	Children know that… • Classroom is a room in a school where learning and teaching happens. (revisiting Year 1 Autumn 1) • Responsibility means being dependable, making good choices and taking accountability for your actions. (Revisiting Year 1 Spring 2) • Action are something that is done for a particular purpose. • Courtesy is when someone has good manners or conducts themselves with politeness. • Manners means someone is being kind, considerate and respectful. • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • An emotion is a person's inner feeling. (revisiting Year R Autumn 1) • Sad is a feeling of unhappy or without joy. Somethings can cause sadness which means you are unhappy. (revisiting Year R Autumn 1) • Worry means to feel anxious, troubled or uneasy. (revisiting Year R Autumn 1)	Children know how… • To contribute to a positive classroom. • To take responsibility to assure those actions. • Show courtesy and manners. • To describe feelings. • To recognise that people, haver different ways of expressing their feelings. • To identify helpful ways of responding to other's feelings. • To recognise, name and understand how to deal with feelings. • To explain how to get help if you are upset because of someone else's behaviour. • To recognise friendships. • To identify how friends, care for each other. • To explain the differences between bullying and isolated unkind behaviour. • To recognise that there are different types of bullying and unkind behaviour. • To understand that bullying and unkind behaviour are both unacceptable ways of behaving. • To understand and describe strategies for dealing with bullying.

	• Body language is when people communicate how they are feeling through facial expression or movements of their body. • Expressing feelings is the way someone demonstrate how they are feeling. • Help is when someone is given assistance or support. (revisiting Year 1 Autumn 2) • Friend is a person who you know, like and enjoy spending time with. (Revisiting from Year 1 Autumn 1) • Care is the act of watching over or tending to someone or something. • Bullying is when someone's intentional behaviour that hurts someone else either physically or mentally. (revisiting Year 1 Autumn 2) • Unkind behaviour is when someone is nor kind, sympathetic or harsh to someone else. (revisiting Year 1 Autumn 2) • Teasing is when someone is saying or doing unkind things about someone else. (revisiting Year 1 Autumn 2) • Unacceptable means something is not acceptable so not pleasing or welcomed. (revisiting Year 1 Autumn 2)	• To define what is meant by "bullying" and "teasing" showing an understanding of the difference between. • To identify situation as to whether they are incidents of teasing or bullying.
Vocabulary	Classroom, responsibility, help, action, courtesy, manners, feelings, emotion, sad, worry, body language, expressing, friend, care, bully, unkind, tease, unacceptable	
Enrichment & wider development		

Year 2 Autumn 2 – Valuing Differences

Milestone LO:

Respectful relationships

- 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.

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.

Mental Wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Caring Friendships

- 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.

<u>Big End Goal:</u>

- I know how to use kind behaviour to foster a positive relationship.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge

Valuing Differences	Children know that… • Physical differences are ways in which people might look different. • Non-physical is anything that is not visually seen. • Similarities is when the state or quality of being similar or the same to another person or thing. (revisiting Year R Autumn 1) • Differences is the quality or state of being dissimilar or different to another person or thing. (revisiting Year R Autumn 1) • Positive means something that respectful • Special means somethings are of better/ greater/ different to usual value. (revisiting Year R Autumn 1) • Behaviour is how one conducts themselves. • Affect is to care or feel something different to what you were previously. • Left out is to feel that one is not included in something. • Fair means everyone gets what they need, based on visible gaps in opportunity. (revisiting form Year 1 Autumn 2)	Children know how… • To identify physical and non-physical differences and similarities between people. • To be respectful to other people. • To identify people who are special to them. (revisiting from Year R Autumn 1) • To explain why those people are special to them. (revisiting from Year R Autumn 1) • To recognise and explain how a person's behaviour can affect other people. • To explain how to feel part of and left out of a group. • To identify strategies for helping someone who is feeling left out. • To identify what is fair, unfair, kind and unkind. (revisiting from Year 1 Autumn 2) • To recognise way to show kindness. (revisiting from Year 1 Autumn 2) • To explain how kind behaviour can make someone feel. • To demonstrate active listening technique. • To apply negotiation skills to help foster relationships.

	• Unfair is when something is not just or equitable. • Special / Important person or people is someone who cares for you and influences your life. (revisiting Autumn 1 Year R) • means everyone gets what they need, based on visible gaps in opportunity. • Unfair means something is injustice. • Kind describe a way of doing good deeds through having a friendly, considerate and generous nature. (revisiting Year R Autumn 2) • Unkind behaviour is when someone is nor kind, sympathetic or harsh to someone else. (revisiting Year 1 Autumn 2) • Listen means when you give attention to a sound like someone who is talking. (revisiting Year R Autumn 1) • Respond is when someone says something in return to react or answer. (revisiting Year R Autumn 1)	

Vocabulary	Physical, non-physical, similarities, differences, positive, special, behaviour, affect, left, fair, unfair, special, important, unfair, kind, unkind, listen, respond
Enrichment & wider development	

Year 2 Spring 1 – Keeping Safe

Milestone LO:

Mental wellbeing

- that there is 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.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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.

Respectful relationships

- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Big End Goal:

- I know how and when to give consent.

• I know the difference between safe and unsafe secrets.		
Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Keeping Safe	Children know that… • Adult is a mature, fully developed person over the age of 18. (revisiting from year R Spring 1) • Help is when someone is given assistance or support. (revisiting from year R Spring 1) • Unsafe means something is able or likely to cause harm, damage or loss. (revisiting Year R Autumn 1) • Safe means providing protection from harm, loss or danger. . (Revisiting from Year R Spring 1 • Medicine is a substance or preparation used in treating disease. (Revisiting from Year R Spring 1) • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • Consent is when someone agrees to something. (Revisiting from Year R Spring 1) • It is okay to ask for help or ask someone else's opinion if they are unsure. • It is okay to say no. • Non-verbal signal is when you use your body language, facial expression or tone of voice to communicate something rather than what you are saying. • Body language is when people communicate how they are feeling through facial expression or movements of their body. (revisiting Year 1 Autumn 1)	Children know how… • To understand that medicines can sometimes make people feel better. (Revisiting Year 1 Spring 1) • To name safe ways to store medicine and who can give it to children. (revisiting from Year R Spring 1) • To identify situation in which they would feel safe or unsafe. • To identify how they would deal with unsafe situations including who they could ask for help. • To identify situations in which they would need to say yes, no, I'll ask, I'll tell in relation to keeping them safe. • To recognise that body language and facial expression can give clues to how comfortable and safe someone feels. • To identify types of touch that is allowed and not allowed. • To identify when to consent to touch and not. • To identify safe secrets (including surprises) and unsafe secrets.

	• Comfortable is being in a state of physical or mental comfort: contented and undisturbed. • Touch means to bring a body part into contact with another body part through the tactile sense. (Revisiting from Year R Spring 1) • Secrets is something kept hidden or unexplained. (revisiting Year 1 Summer 2) • Surprise is to catch someone or something off guard. It is an act upon without giving any warning. You may have to keep the plan a secret for the intended surprise. (revisiting Year 1 Summer 2)	
Vocabulary	Adult, mature, help, safe, unsafe, medicine, feeling, consent, non-verbal signal, body language, facial expression, comfortable, touch, secret, surprise	
Enrichment & wider development		

Year 2 Spring 2 – Rights and Respect

Milestone LO:

Caring friendships

- 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 conventions of courtesy and manners.
- 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.

Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

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.
- 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.

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-to-face 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.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about 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.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.

<u>Big End Goal:</u>

- I know the difference between wants and needs.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Rights and respect	Children know that… • Share means to let someone else have or use a part of something that you own or is not owned.	Children know how… • To get on with others in a shared environment. • To recognise and control impulsive behaviours. • To identify people in school and in the community who can help keep them safe.

	• Care is what is necessary for the health, welfare, maintenance and protection of someone or something. (revisiting Year R autumn 2) • Environment is everything that is around us. (revisiting Year 1 Spring 2) • A community is a word for a group of people who have things in common. (Revisiting Year R spring 1) • Safe means providing protection from harm, loss or danger. (Revisiting Year R spring 1) • Help is when someone is given assistance or support. (Revisiting Year R spring 1) • Personal information is your name, email address, date of birth, where you live. It is any information that could be used to identify you. • Choice is the act of choosing. • Spend is to use or pay out money. • Save to prevent money from being lost. (Revisiting year 1 spring 2) • Essential is something basic, necessary or indispensable. • Non-essential is not necessary. It is a want not a need. • Responsible means being dependable, making good choice and taking accountability for your actions.	• To identify when and how to ask for help. • To recognise the importance of keeping personal information private. • To identify the choices they have when spending or saving money. • To identify money can be spent on essential and non-essential things. • To identify what they like and dislike about the school environment. • To suggest ways of improving the school environment. • To recognise their responsibility in looking after the school environment.
Vocabulary	Share, care, environment, community, safe, help, personal information, choice, spend, save, essential, non-essential, responsible	

Enrichment & wider development	Visits to shops

Year 2 Summer 1 – Growing and Changing

Milestone LO:

Caring Friendships

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Mental Wellbeing

- that there is 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.

Changing Adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

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.

Big End Goal:

- I know that throughout life people grow and are able to do different things.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Growing and changing	Children know that… • Positive means something that is good or helpful. (revisiting Year R Autumn 1)	Children know how… • To recognise ways to give positive feedback.

	• Feedback is a guide to tell you what you did well and what you could do better. • Feelings are something that we feel from within ourselves. (revisiting Year R Autumn 1) • Growth is an irreversible change normally increase in size. • Baby is an extremely your child also known as an infant. (revisiting Year R Summer 2) • Toddler is a child approximately 1 to 3 years old.(Revisiting Year 1 Summer 2) • A child is a young human being below the age of puberty. • Teenager is a person aged between 13 and 19 years old. • Adult is a mature, fully developed person over the age of 18. (Revisiting Year R Spring 1) • Genitals are external body organs that facilitate reproduction. • Males have testicles and a penis. • Females have a vagina and vulva. • Body parts is a part or section of the human body. (Revisiting Year R Summer 2) • Private means something is personal and not to be shared. (Revisiting Year R Summer 2)	• To recognise the range of feeligns that are associated with losing and being reunited with a person they are close to. • To identify different stages of growth (E.g. baby, toodler, child, teenager, adult). • To identify some of the things that people are capable of at these different stages. • To identify which parts of the body are private. (revisiting Year R Summer 2). • To recognise that our genitals help us make babies when we are older. • To recognise that we mostly have the same body parts but how they look is different from person to person.
Vocabulary	Positive, feedback, feelings, growth, baby, infant, toddler, puberty, adult, genital, body part, privates	
Enrichment & wider development	NSPCC	

Year 2 Summer 2 – Being My best (These objectives will be met through Forest School)

Milestone LO:

Mental wellbeing

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Physical health and fitness

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the characteristics and mental and physical benefits of an active lifestyle.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).

Health and prevention

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Big End Goal:

- I know I can make choices for myself.

Concepts	Component Substantive Knowledge	Composite Disciplinary Knowledge
Rights and respect	Children know that… • To Choose means to pic one or more from a group. • Choices are the act of choosing. • Influence is a thing or person that has the power to affect another. • Germs are tiny organisms or living things that can cause diseases. • Vaccinations is a way to create immunity to protect from diseases. • Dental is anything related to the teeth. • Water is a liquid that is made up of three atoms (two hydrogens, one oxygen) to make the tiny molecule. . (revisiting Year 1 Summer 2) • Air has no colour, taste or odour. It is invisible however we can hear it in the wind and we can feel it brush passed us. Air consists of a mixture of gases. (revisiting Year 1 Summer 2) • Energy is the capacity or ability to do something. • Oxygen is a colourless, odourless gas which we breath in. . (revisiting Year 1 Summer 2)	Children know how… • To identify things, they can choose themselves and things that others choose for them. • To identify how their likes and dislikes can influence their choices. • To identify some choices can be healthy or unhealthy. • To recognise how germs can spread. • To identify simple hygiene routines like washing hands. • To recognise that vaccinations can help to prevent certain illness and diseases. • To recognise the importance of good dental hygiene. • To recognise simple dental hygiene routines. • To identify the internal body parts (heart, blood, lungs, stomach, small and large intestines, brain) (Revisiting Yea r1 Summer 1). • To identify how food, water and air get into the body and blood. • To recognise that the body gets energy from food, water and oxygen. • To recognise that exercise and sleep are important to health.

	• Basic first aid is the first assistance given to some who is injured and needs help. • The stomach is one of the main organs of the human digestive system. It is like a mixer, churning and mashing all the food together that comes down the oesophagus into smaller and smaller pieces. The stomach is a muscle. (revisiting from Year 1 Summer 1) • The Intestines are an organ which is muscular tube. They help break down food so that the body can use it for energy. (revisiting from Year 1 Summer 1) • The Brain is an organ inside the head that controls all the body functions of a human being. (revisiting from Year 1 Summer 1) • The heart is a muscle. It is located a little left of the middle of your chest. Your heart is a pump. It pumps blood around you body to provide oxygen and nutrients. (revisiting from Year 1 Summer 1) • The lungs are a pair of organs in the chest. They supply the body with oxygen and removes carbon dioxide from the body. It is home to the respiratory system. (revisiting from Year 1 Summer 1) • Blood brings oxygen and nutrients to all parts of the body so they can keep working. Blood also carries carbon dioxide and other waste	• To identify the important of basic first aid.

	materials to the lungs, kidney and digestive system to be removed from the body. Blood also fights infections. (revisiting from Year 1 Summer 1) • A diet is the collection of the food you regularly eat. (revisiting from Year 1 Summer 1) • Routine is a habit or sequence that doesn't vary. (revisiting from Year 1 Summer 1) • Hygiene is the way we care for our bodies. (revisiting from Year 1 Summer 1) • A disease is a condition that impairs the proper functions of the body or one of its parts. (revisiting from Year 1 Summer 1) • Illness is an unhealthy condition of body or mind. (revisiting from Year 1 Summer 1) • Healthy is a state of physical, mental, intellectual, social and emotional well-being and absence of disease and illness. (revisiting Year R Spring 1) • Unhealthy means to be in bad health or ill. • Food is an nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. (revisiting Year R Summer 1) • Drink is to take liquid into the mouth for swallowing. (revisiting Year R Summer 1)	

	• Moderation the quality or state of being reasonable avoiding extremes. (revisiting Year R Summer 1) • Exercise is being physically active. (revisiting Year R Summer 1) • Sleep is when your eyes are closed, your body is inactive and your mind does not think. (revisiting Year R Summer 1) • Routine is a habit or sequence that does not vary. (revisiting Year R Summer 1)	
Vocabulary	Choose, choices, drink, influence, germs, vaccinations, dental, moderation, teeth, exercise, sleep, water, oxygen, hydrogen, air, gas, energy, first aid, stomach, digestive system, intestines, brain, heart, lungs, blood, diet, routine, hygiene, disease, illness, healthy, unhealthy, food	
Enrichment & wider development	Visit from health professional	