

Year	Term	Key Concept	Intent	Nat. curriculum	Milestones	Essential	Vocabulary	Prior Learning
				objective		Characteristics		
EYFS	Autumn 1	Being Me In My World  Reality/auth ority  Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	The children will talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it	Personal, social, health and economic education	Know special things about themselves. Know that some people are different from themselves. Know how happiness and sadness can be expressed. Know that hands can be used kindly and unkindly. Know that being kind is good. Know they have a right to learn and play, safely and happily.	Identify feelings associated with belonging. Identify feelings of happiness and sadness. Skills to play cooperatively with others. Be able to consider others' feelings. Be responsible in the setting.	Kind, Gentle, Friend, Similar (ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.	No prior learning.



			means to be					
			responsible.					
EYFS	Autumn 2	Celebrating	The children are	Personal,	Know what being	Identify feelings	Different, Special,	The children will
ETFS	Autumin 2	Difference	encouraged to	social, health	proud means and	associated with being	Proud, Friends, Kind,	have already
		Difference	think about	and economic	that people can be	proud. Identify things	1	talked about
		D::t			1		Same, Similar, Happy,	
		Diversity	things that they	education	proud of different	they are good at. Be	Sad, Frightened,	similarities and
		5	are good at whilst		things. Know that	able to vocalise success	Angry, Family.	differences,
		Democracy,	understanding		people can be good	for themselves and		friends and being
		Rule of Law,	that everyone is		at different things.	about others successes.		kind.
		Individual	good at different		Know what being	Identify some ways		
		Liberty,	things. They talk		unique means. Know	they can be different		
		Mutual	about being		that families can be	and the same as		
		Respect,	different and how		different. Know that	others. Recognise		
		Tolerance	that makes		people have different	similarities and		
			everyone special		homes and why	differences between		
			but also		they are important	their family and other		
			recognising that		to them. Know	families. Identify and		
			we are the same		different ways of	use skills to make a		
			in some ways.		making friends.	friend. Identify and		
			The children talk		Know different ways	use skills to stand up		
			about their homes		to stand up for	for themselves.		
			and are asked to		myself. Know the	Recognise emotions		
			explain why it is		names of some	when they or someone		
			special to them.		emotions such as	else is upset,		
			They talk about		happy, sad,	frightened or angry.		
			friendship and		frightened, and			
			how to be a kind		angry. Know that			
			friend and how to		they don't have to			
			stand up for		be 'the same as' to			
			themselves if		be a friend. Know			
			someone says or		why having friends			
			does something		is important. Know			
			unkind to them.		some qualities of a			
					positive friendship.			
					positive ji tertusitip.			



EYFS	Spring 1	Dreams and	The children talk	Personal,	Know what a	Understand that	Dream, Goal,	The children will
	. 3	Goals	about challenges	social, health	challenge is. Know	challenges can be	Challenge, Job,	have already
			and facing up to	and economic	that it is important	difficult. Recognise	Ambition,	talked about
		Reality	them. They	education	to keep trying. Know	some of the feelings	Perseverance,	being kind.
		3	discuss not giving		what a goal is.	linked to perseverance.	Achievement, Happy,	3
		Democracy,	up and trying		Know how to set	Talk about a time that	Kind, Encourage.	
		Individual	until they have		goals and work	they kept on trying	· · ·	
		Liberty,	achieved their		towards them. Know	and achieved a goal.		
		Mutual	goal. The children		which words are	Be ambitious.		
		Respect,	are encouraged to		kind. Know some	Resilience. Recognise		
		Tolerance	think about jobs		jobs that they might	how kind words can		
			that they might		like to do when they	encourage people. Feel		
			like to have when		are older. Know that	proud. Celebrate		
			they are older		they must work	success.		
			and are taught to		hard now in order			
			associate what		to be able to achieve			
			they learn now		the job they want			
			with being able to		when they are older.			
			have the job they		Know when they			
			want. They also		have achieved a			
			talk about		goal.			
			achieving goals					
			and the feelings					
			linked to this.					
EYFS	Spring 2	Healthy Me	The children learn	Personal,	Know the names for	Recognise how exercise	Healthy, Exercise,	No prior learning,
			about their	social, health	some parts of their	makes them feel.	Head, Shoulders,	however, there
		Reality	bodies; the names	and economic	body. Know what	Recognise how	Knees, Toes, Sleep,	are curriculum
			of some key parts	education	the word 'healthy'	different foods can	Wash, Clean, Stranger,	links to Science
		Rule of Law,	as well as how to		means. Know some	make them feel. Can	Scared, Trust.	and general
		Individual	stay healthy.		things that they	explain what they		safety topics that
		Liberty,	They talk about		need to do to keep	need to do to stay		may have been
		Mutual	food and that		healthy. Know that	healthy. Can give		discussed in
		Respect,	some foods are		they need to exercise	examples of healthy		school/home.
		Tolerance	healthier than		to keep healthy.	food. Can explain how		



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			others. They		Know how to help	they might feel if they		
			discuss the		themselves go to	don't get enough sleep.		
			importance of		sleep and that sleep	Can explain what to		
			sleep and what		is good for them.	do if a stranger		
			they can do to		Know when and	approaches them.		
			help themselves		how to wash their			
			get to sleep. They		hands properly.			
			talk about hand		Know what to do if			
			washing and why		they get lost. Know			
			it is important.		how to say No to			
			The class also		strangers.			
			discuss stranger					
			danger and what					
			they should do if					
			approached by					
			someone they					
			don't know.					
EYFS	Summer 1	Relationships	Children are	Personal,	Know what a family	Can identify what jobs	Family, Jobs,	The children will
		'	introduced to the	social, health	is. Know that	they do in their family	Relationship, Friend,	have already
		Reality	key relationships	and economic	different people in a	and those carried out	Lonely, Argue, Fall-	talked about their
		3	in their lives.	education	family have	by parents/carers and	out, Words, Feelings,	families, friends,
		Democracy,	They learn about		different	siblings. Can suggest	Angry, Upset, Calm	being kind and
		Rule of Law,	families and the		responsibilities	ways to make a friend	me, Breathing.	unkind.
		Individual	different roles		(jobs). Know some of	or help someone who	,,	
		Liberty,	people can have		the characteristics	is lonely. Can use		
		Mutual	in a family. They		of healthy and safe	different ways to mend		
		Respect,	explore the		friendship. Know	a friendship. Can		
		Tolerance	friendships they		that friends	recognise what being		
			have and what		sometimes fall out.	angry feels like. Can		
			makes a good		Know some ways to	use Calm Me when		
			friend. They are		mend a friendship.	angry or upset.		
			introduced to		Know that unkind	ag. g o. apoot.		
			simple strategies		words can never be			
			they can use to		taken back and they			
			they can use to		taken back and they			



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EYFS	Summer 2	Changing Me	mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry. Children are encouraged to	Personal, social, health	can hurt. Know how to use Jigsaw's Calm Me to help when feeling angry. Know some reasons why others get angry.  Know the names and functions of	Can identify how they have changed from a	Eye, Foot, Eyebrow, Forehead, Ear, Mouth,	The children will have already
		Discovery  Individual Liberty, Mutual Respect, Tolerance	think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that	and economic education	some parts of the body. Know that we grow from baby to adult. Know who to talk to if they are feeling worried. Know that sharing how they feel can help solve a worry. Know that remembering happy times can help us move on.	baby. Can say what might change for them they get older. Recognise that changing class can illicit happy and/or sad emotions. Can say how they feel about changing class/ growing up. Can identify positive memories from the past year in school/home.	Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.	talked about body parts.



Year 1	Autumn 1	Being Me In My World Reality/auth ority Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance	sharing these can help. They also consider the role that memories can have in managing change.  The children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their	Personal, social, health and economic education	Understand the rights and responsibilities of a member of a class. Understand that their views are important. Understand that their choices have consequences. Understand their own rights and responsibilities with their classroom.	Understanding that they are special. Understand that they are safe in their class. Identifying helpful behaviours to make the class a safe place. Identify what it's like to feel proud of an achievement. Recognise feelings associated with positive and negative consequences. Understand that they have choices.	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	No prior learning, however, there are links to class rules that will have been discussed in school.
Vogr	Autumn 2	Celebrating	own safety. The class talk	Personal,	Know that poople	Recognise ways in	Similarity, Same as,	Children will have
Year 1	Autumn 2	Difference Diversity	about the similarities and differences	social, health and economic education	Know that people have differences and similarities. Know what bullying	which they are the same as their friends and ways they are	Different from, Difference, Bullying, Bullying behaviour,	talked about differences and similarities,
		Democracy, Rule of Law,	between people and that these make us unique		means. Know who to tell if they or someone else is	different. Identify what is bullying and what isn't. Understand	Deliberate, On purpose, Unfair, Included, Bully,	bullying and friendships in 'Celebrating



		Individual	and special. The		being bullied or is	how being bullied	Bullied, Celebrations,	Difference' unit in
		Liberty,	children learn		feeling unhappy.	might feel. Know ways	Special, Unique.	EYFS.
		Mutual	what bullying is		Know skills to make	to help a person who	Special, Onique.	LITS.
		Respect,	and what it isn't.		friendships. Know	is being bullied.		
		Tolerance	They talk about		that people are	Identify emotions		
		Toterunce	how it might feel		unique and that it is	associated with		
			to be bullied and		OK to be different.	making a new friend.		
			when and who to		OK to be different.	Verbalise some of the		
						attributes that make		
			ask for help. The children talk			them unique and		
						,		
			about friendship,			special.		
			how to make					
			friends and that it					
			is OK to have					
			differences from					
			their friends. The					
			children also talk					
			about being nice					
			to and looking					
			after other					
			children you					
			might be being					
			bullied.					
Year	Spring 1	Dreams and	The children talk	Personal,	Know how to set	Recognise things that	Proud, Success,	The children will
1		Goals	about setting	social, health	simple goals. Know	they do well. Explain	Achievement, Goal,	have talked about
			simple goals, how	and economic	how to achieve a	how they learn best.	Treasure, Coins, Goal,	goals and
		Reality	to achieve them	education	goal. Know how to	Celebrate an	Learning, Stepping-	challenges and
			as well as		work well with a	achievement with a	stones, Process,	what they want
		Democracy,	overcoming		partner. Know that	friend. Recognise their	Working together,	to be when they
		Individual	difficulties when		tackling a challenge	own feelings when	Team work, Celebrate,	are older. There
		Liberty,	they try. The		can stretch their	faced with a challenge.	Learning, Stretchy,	are also links to
		Mutual	children learn to		learning. Know how	Recognise their own	Challenge, Feelings,	growth mindset
		Respect,	recognise the		to identify obstacles	feelings when they are	Obstacle, Overcome,	which will have
		Tolerance	feelings		which make	faced with an obstacle.		been talked about



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			associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.		achieving their goals difficult and work out how to overcome them. Know when a goal has been achieved.	Recognise how they feel when they overcome an obstacle. Can store feelings of success so that they can be used in the future.	Achieve, Dreams, Goals.	in class (linked to class stories).
Year 1	Spring 2	Healthy Me Reality Rule of Law, Individual Liberty, Mutual Respect	The children talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.	Personal, social, health and economic education	Know the difference between being healthy and unhealthy. Know some ways to keep healthy. Know how to make healthy lifestyle choices. Know how to keep themselves clean and healthy. Know that germs cause disease / illness. Know that all household products, including medicines, can be harmful if not used properly. Know that medicines can help them if they feel poorly. Know how to keep safe when crossing the road.	Feel good about themselves when they make healthy choices. Realise that they are special. Keep themselves safe. Recognise ways to look after themselves if they feel poorly. Recognise when they feel frightened and know how to ask for help. Recognise how being healthy helps them to feel happy.	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	The children will have talked about body parts, healthy foods and the importance of sleep.



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					Know about people			
					who can keep them			
					safe.			
Year	Summer 1	Relationships	Children's breadth	Personal,	Know that	Can express how it	Family, Belong, Same,	The children will
1			of relationships is	social, health	everyone's family is	feels to be part of a	Different, Friends,	have talked about
		Reality	widened to	and economic	different. Know that	family and to care for	Friendship, Qualities,	their families,
			include people	education	there are lots of	family members. Can	Caring, Sharing, Kind,	friendships and
		Democracy,	they may find in		different types of	say what being a good	Greeting, Touch, Feel,	how everyone is
		Rule of Law,	their school		families. Know that	friend means. Can	Texture, Like, Dislike,	different.
		Individual	community. They		families are founded	show skills of	Help, Helpful,	
		Liberty,	consider their		on belonging, love	friendship. Can	Community, Feelings,	
		Mutual	own significant		and care. Know how	identify forms of	Confidence, Praise,	
		Respect,	relationships		to make a friend.	physical contact they	Skills, Self-belief,	
		Tolerance	(family, friends		Know the	prefer. Can say no	Incredible, Proud,	
			and school		characteristics of	when they receive a	Celebrate,	
			community) and		healthy and safe	touch they don't like.	Relationships, Special,	
			why these are		friends. Know that	Can praise themselves	Appreciate.	
			special and		physical contact can	and others. Can		
			important. As		be used as a	recognise some of their		
			part of the		greeting. Know	personal qualities. Can		
			learning on		about the different	say why they		
			healthy and safe		people in the school	appreciate a special		
			relationships,		community and how	relationship.		
			children learn		they help. Know	·		
			that touch can be		who to ask for help			
			used in kind and		in the school			
			unkind ways. This		community.			
			supports later					
			work on					
			safeguarding.					
			Pupils also					
			consider their					
			own personal					
			attributes as a					
			atti ibatto as a					



Year	Summer 2	Changing Me	friend, family member and as part of a community, and are encouraged to celebrate these. Children are introduced to life	Personal, social, health	Know that animals including humans	Understand and accepts that change is	Changes, Life cycles, Baby, Adult,	The children will have talked about
		Rule of Law, Individual Liberty, Mutual Respect, Tolerance	cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught about the private parts of the body. They are taught that nobody has the	and economic education	have a life cycle. Know that changes happen when we grow up. Know that people grow up at different rates and that is normal. Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Know who to ask for help if they are worried or frightened. Know that learning brings about change.	a natural part of getting older. Can identify some things that have stayed the same since being a baby (including the body). Can express why they enjoy learning. Can suggest ways to manage change e.g. moving to a new class.	Adulthood, Grown-up, Mature, Male, Female, Private Parts, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.	some body parts and know that we change from a baby to an adult.



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			right to hurt these					
			parts of the body.					
			Change is					
			discussed as a					
			natural and					
			normal part of					
			getting older					
			which can bring					
			about happy and					
			sad feelings.					
			Children practise					
			a range of skills					
			to help manage					
			their feelings and					
			learn how to					
			access help if they					
			are worried about					
			change, or if					
			someone is					
			hurting them.					
Year	Autumn 1	Being Me In	The children	Personal,	Identifying hopes	Recognise own feelings	Worries, Hopes, Fears,	Children will have
2		My World	discuss their	social, health	and fears for the	and know when and	Belonging, Rights,	discussed these
			hopes and fears	and economic	year ahead.	where to get help.	Responsibilities,	topics in Year 1
		Reality/auth	for the year	education	Understand the	Know how to make	Responsible, Actions,	unit 'Being Me In
		ority	ahead – they talk		rights and	their class a safe and	Praise, Reward,	My World'.
			about feeling		responsibilities of	fair place. Show good	Consequence, Positive,	
		Democracy,	worried and		class members.	listening skills.	Negative, Choices, Co-	
		Rule of Law,	recognising when		Know that it is	Recognise the feeling	Operate, Learning	
		Individual	they should ask		important to listen	of being worried. Be	Charter, Problem-	
		Liberty,	for help and who		to other people.	able to work	Solving.	
		Mutual	to ask. They talk		Understand that	cooperatively.		
		Respect,	about rights and		their own views are			
		Tolerance	responsibilities;		valuable. Know			
			how to work		about rewards and			
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			collaboratively,		consequences and			
			how to listen to		that these stem from			
			each other and		choices. Know that			
			how to make their		positive choices			
			classroom a safe		impact positively on			
			and fair place.		self-learning and the			
			The children talk		learning of others.			
			about choices and					
			the consequences					
			of making					
			different choices,					
			and make the					
			Jigsaw Charter.					
Year	Autumn 2	Celebrating	The children talk	Personal,	Know there are	Understand that boys	Boys, Girls,	The children will
2		Difference	about gender	social, health	stereotypes about	and girls can be	Similarities,	have talked about
			stereotypes, that	and economic	boys and girls.	similar in lots of ways	Assumptions, Shield,	differences,
		Diversity	boys and girls can	education	Know that it is OK	and that is OK.	Stereotypes, Special,	bullying and
			have differences		not to conform to	Understand that boys	Differences, Bully,	friendships.
		Democracy,	and similarities		gender stereotypes.	and girls can be	Purpose, Kind, Unkind,	
		Rule of Law,	and that is OK.		Know it is good to	different in lots of	Feelings, Sad, Lonely,	
		Individual	They talk about		be yourself. Know	ways and that is OK.	Help, Stand up for,	
		Liberty,	children being		that sometimes	Explain how being	Male, Female,	
		Mutual	bullied because		people get bullied	bullied can make	Diversity, Fairness,	
		Respect,	they are different,		because of	someone feel. Can	Kindness, Friends,	
		Tolerance	that this		difference. Know the	choose to be kind to	Unique, Value.	
			shouldn't happen		difference between	someone who is being		
			and how to		right and wrong	bullied. Know how to		
			support a		and the role that	stand up for		
			classmate who is		choice has to play in	themselves when they		
			being bullied. The		this. Know that	need to. Recognise that		
			children talk		friends can be	they shouldn't judge		
			about feelings		different and still be	people because they		
			associated with		friends. Know where	are different.		
			bullying and how		to get help if being	Understand that		



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Year 2	Spring 1	Dreams and Goals	and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.  The children talk about setting realistic goals and	Personal, social, health and economic	bullied. Know the difference between a one-off incident and bullying.  Know how to choose a realistic goal and think about how to	everyone's differences make them special and unique.  Be able to describe their own achievements and the	Realistic, Proud, Success, Celebrate, Achievement, Goal,	The children will have talked about goals.
	Spring 1		and that it is OK for friends to have differences without it affecting their friendship. The children talk about setting	social, health	Know how to choose a realistic goal and	their own	Success, Celebrate,	have talked about
			who they work well with and who they don't. They also talk about sharing success with other people.			to be part of a group that succeeds and store this feeling.		



Vear   Spring 2   Healthy Me   The children learn about healthy   Spring 2   Reality   Reality   Reality   Reality   Reality   Reality   Spring 2   Respect.   Resp	I SILL OVERVIEW									
Reality food; they talk about thaving a healthy Individual Liberty, Mutual Respect. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.  Year Summer 1 Relationships Reality Reality, Reality, Releity,		Spring 2	Healthy Me		•		,	,		
about having a healthy Individual Liberty, Mutual Respect. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children how to use them safely and also discuss why they are good for their bodies. Reality  2 Year Summer 1 Relationships  Relationships  Relationships  Can identify the different roles and responsibilities in responsibilities in and economic deducation well when there is furust, respect, care, Individual Liberty, appreciation and cooperation. Know down that it is important to use medicines. Know who to make some healthy snacks are good for their bodies. Know which foods given their bodies energy.  Wear Summer 1 Relationships  Relationships  Relationships  Can identify the different roles and responsibilities in their families function well when there is trust, respect, care, love and cooperation. Know that geling is strong. Feel positive about caring for their bodies and keeping it healthy, about a feeling is strong. Feel positive about caring for their bodies and keeping it healthy. Have a healthy relationship is trong. Feel positive about caring for their bodies to healthy relationship is the healthy food with their friends.  Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Dis	2			3	•	3	, ,	, ,		
Rule of Law, Individual Liberty, Individual Respect.  Re			Reality	•						
Individual Liberty, Mutual Respect.  Respect.  The children talk about things that make them feel relaxed and stressed. They talk about they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.  Year 2 Summer 1 2 Democracy, Rule of Law, Individual Liberty, appreciation and Liberty.  The children will earn about roles and elements of cooperation, number of cooperation, appreciation and liberty and shout they are good for their bodies. They talk about things that make them feel relaxed / stressed. Know how medicines work in their bodies and keeping it the thick bodies. Know that it is important to use medicines work that it is important to use medicines w					education				some medicines.	
Liberty, Mutual Respect.				healthy		Know what makes	when a feeling is	Unhealthy, Dangerous,		
Mutual Respect. The children talk about make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies. Know which foods given their bodies energy.  Year Summer 1 2 Democracy, Rule of Law, Individual Liberty, appreciation and liberty, appreciation and liberty, appreciation and liberty in their bodies. Rmediting swork in their bodies. Know who the their bodies know the their bodies. Know how to the their bodies safely. Know which foods given their bodies energy.  Mutual Respect. The children talk about their bodies. Know who that to use medicines work in their bodies. Know how to the safely. Know which foods given their bodies. Know which foods given their bodies energy.  Wear Summer 1 2 Relationships Children will learn about roles and responsibilities in a family and the importance of cooperation, appreciation and liberty, appreciation and liberty in their bodies. Know which foods given their bodies. Know that egood for their bodies. Know that eyergone's family is different. Know that families function well when there is trust, respect, care, love and cooperation. Know about the types of the leathy relationship, the healthy relationship, the healthy relationship, with food. Express how it feels to share healthy michatly spaces. Know which foods given their bodies. Know which foods given their bodies. Know which foods given their bodies. Know which foods given their bodies energy.  Year Summer 1 2 Can identify the different roles and responsibilities in their foods with their friends.  Family, Different, Similarities, Special, Relationship, and the thealthy macks and keeping it healthy the deathy show the healthy sho			Individual	relationship with		1	strong. Feel positive			
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About things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy anacks and also discuss why they are good for their bodies.  Year 2 Summer 1 Relationships Reality Reality Democracy, Rule of Law, Individual Liberty, appreciation and liberty, appreciation and liberty, and the importance of coperation, appreciation and liberty.  About things that make them feel relaxed that it is important to use medicines safely. Know how to make some healthy snacks. Know why the leathty snacks are good for their bodies. Know which foods given their bodies energy.  Bersonal, to see that it is important to use medicines safely. Know how to make some healthy snacks. Know why their bodies. Know which foods given their bodies energy.  Bersonal, to see that it is important to use medicines safely. Know what the thealthy food with their friends.  Beality snacks. Know why healthy snacks are good for their bodies. Know which foods given their bodies energy.  Bersonal, Schow that everyone's family is different. Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and cooperation. Know about the types of like, Dislike,			Mutual	healthy choices.		medicines work in	bodies and keeping it	Proportion, Energy,		
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how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.  Year 2 Summer 1 Relationships learn about roles and responsibilities in Democracy, Rule of Law, Individual Liberty, appreciation and learn about to a go at making healthy snacks and also discuss why they are good for their bodies.  Year 2 Individual Liberty, how to use them safely. The children which foods given their bodies. Know which foods given their bodies. Know which foods given their bodies energy.  Know that everyone's family is different roles and responsibilities in their families function well when there is trust, respect, care, love and cooperation. Know about the types of like, Dislike,						healthy snacks are				
safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.  Year 2 Summer 1 Relationships 2 Reality				they work and		good for their				
Children have a go at making healthy snacks and also discuss why they are good for their bodies.  Year Summer 1 Relationships Reality				how to use them		bodies. Know which				
go at making healthy snacks and also discuss why they are good for their bodies.  Year Summer 1 2 Relationships Reality Reality Democracy, Rule of Law, Individual Liberty, Rule of Law, Individual Liberty, Ruper of Law, Individual Liberty, Ruper of Law, Individual Liberty, Rule of Law, Individual				safely. The		foods given their				
Year   Summer 1   Relationships   Children will   learn about roles   and economic   responsibilities in   a family and the   importance of co- operation,   Liberty,   appreciation and   Liberty,				children have a		bodies energy.				
A cand also discuss why they are good for their bodies.  Year 2 Summer 1 2 Relationships Reality Relations bodies and economic responsibilities in a family and the limportance of cooperation, Individual Liberty, appreciation and solution and enders of cooperation, appreciation and enders of cooperation.  A con identify the different roles and responsibilities in their families function well when there is trust, respect, care, love and cooperation. Know about the types of enders of cooperation. Know about the types of enders of cooperation. The children will family. Can recognise the value that families can bring. Can recognise and talk about the types of enders of cooperation. Know about the types of enders of cooperation. The children will family the different roles and responsibilities in their families function well when there is trust, respect, care, love and cooperation. Know about the types of enders of cooperation. The children will family. Can recognise and talk about friendships.				go at making						
Year Summer 1 Relationships Children will learn about roles and responsibilities in Democracy, Rule of Law, Individual Liberty, appreciation and Summer 1 Democracy, appreciation and Reality and the liberty, appreciation and social and social with the different and social the social and social the social the social that the everyone's family is everyone's family is different. Know that families function well when there is trust, respect, care, love and cooperation. Know about the types of social that the everyone's family is different roles and similarities, Special, families in their families that families can bring. Can contact, Communication, Hugs, Like, Dislike,				healthy snacks						
Year Summer 1 Relationships Children will learn about roles and responsibilities in Democracy, Rule of Law, Individual Liberty, appreciation and Relationships obdies.  Year Summer 1 Relationships Children will learn about roles and and economic education Similarities, Special, Row that families trust, respect, care, love and cooperation. Know that types of Like, Dislike,  Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike,				and also discuss						
Year Summer 1 Relationships Children will learn about roles and responsibilities in And responsibilities in Rule of Law, Individual Liberty, appreciation and Reality Summer 1 Relationships Children will Personal, social, health and economic education Similarities, Special, social, health and economic education Similarities, Special, social, health and economic education well when there is trust, respect, care, love and cooperation. Know about the types of Summer 1 Relationships Can identify the different roles and responsibilities in their families and friendships. Touch, Physical contact, Communication, Hugs, Like, Dislike,				why they are						
Year Summer 1 Relationships Children will learn about roles and responsibilities in Action Action Action Reality Reality Democracy, Rule of Law, Individual Liberty, appreciation and Relationships Children will Personal, social, health and economic education Personal, social, health and economic education Similarities, Special, social, health and economic education well when there is trust, respect, care, love and cooperation. Know about the types of Can identify the different roles and responsibilities in their families family. Can recognise the value that families can bring. Can contact, Communication, Hugs, Like, Dislike,				good for their						
learn about roles and responsibilities in a family and the importance of coperation, Individual Liberty, learn about roles and responsibilities in and economic education learn about roles and and economic education social, health and economic education learn about roles and different. Know that family is different roles and responsibilities in their family. Can recognise the value that families can bring. Can recognise and talk appreciation and love and coperation. Know about the types of like, Dislike,				bodies.						
Reality and responsibilities in a family and the importance of co-Individual Liberty, appreciation and and economic responsibilities in a family and the importance of co-Operation, appreciation and and economic different. Know that families function family. Can recognise the value that families for can bring. Can contact, can bring. Can recognise and talk appreciation and for contact, communication, Hugs, appreciation and family and the family. Can recognise the value that families in their family. Can recognise the value that families function well when there is trust, respect, care, love and co-Operation. Know about the types of Like, Dislike,	Year	Summer 1	Relationships	Children will	Personal,	Know that	Can identify the	Family, Different,	The children will	
responsibilities in a family and the importance of co-Individual Liberty, responsibilities in a preciation and responsibilities in a family and the importance of co-Individual appreciation and responsibilities in a family and the education families function well when there is trust, respect, care, love and co-Individual appreciation and solution and recognise and talk about the types of solution and solution family. Can recognise the value that families function the value that families function well when there is trust, respect, care, love and co-Individual about the types of solution and solution and solution family. Can recognise important, Co-operate, the value that families function the value that families function and solution the value that f	2			learn about roles	social, health	everyone's family is	different roles and	Similarities, Special,	have talked about	
Democracy, Rule of Law, Individual Liberty, appreciation and Rule of Law, Law, Law, Law, Law, Law, Law, Law,			Reality	and	and economic	different. Know that	responsibilities in their	Relationship,	families and	
Rule of Law, importance of co- importance of co- individual operation, Liberty, appreciation and importance of co- individual operation. Know about the types of importance of co- individual contact, can bring. Can recognise and talk communication, Hugs, appreciation and importance of co- individual contact, can bring. Can recognise and talk communication, Hugs, appreciation and importance of co- individual contact, can bring. Can recognise and talk communication, Hugs, appreciation and importance of co- individual contact, can bring. Can recognise and talk communication, Hugs, appreciation and individual contact, can bring. Can recognise and talk communication, Hugs, contact, can bring. Can recognise and talk communication, Hugs, contact, can bring. Can recognise and talk communication, Hugs, contact, can bring. Can recognise and talk communication, Hugs, contact, can bring. Can recognise and talk communication, Hugs, contact, can bring. Can recognise and talk contact, can bring. Can recognise and talk contact, can be cont				responsibilities in	education	families function	family. Can recognise	Important, Co-operate,	friendships.	
Individual operation, Liberty, appreciation and love and co-peration. Know about the types of Like, Dislike,			Democracy,	a family and the		well when there is	the value that families	Touch, Physical		
Liberty, appreciation and operation. Know about the types of Like, Dislike,			Rule of Law,	importance of co-		trust, respect, care,	can bring. Can	contact,		
			Individual	operation,		love and co-	recognise and talk	Communication, Hugs,		
Mutual   trust. Friendships   that there are lots of   physical contact that   Acceptable, Not			Liberty,	appreciation and		operation. Know	about the types of	Like, Dislike,		
j			Mutual	trust. Friendships		that there are lots of	physical contact that	Acceptable, Not		



R	Respect,	are also revisited	forms of physical	is acceptable or	acceptable, Friends,	
	olerance	with a focus on	contact within a	unacceptable. Can use	Conflict, Point of view,	
		falling out and	family. Know how	positive problem-	Positive problem	
		mending	to stay stop if	solving techniques	solving, Secret,	
		friendships. This	someone is hurting	(Mending Friendships	Surprise, Good secret,	
		becomes more	them. Know some	or Solve-it-together) to	Worry secret, Telling,	
		formalised and	reasons why friends	resolve a friendship	Adult, Trust, Happy,	
		the children learn	have conflicts. Know	conflict. Can identify	Sad, Frightened, Trust,	
		and practise two	that friendships	the negative feelings	Trustworthy, Honesty,	
		different	have ups and downs	associated with	Reliability,	
		strategies for	and sometimes	keeping a worry secret.	Compliments,	
		conflict resolution	change with time.	Can identify the	Celebrate, Appreciate.	
		(Solve-it-together	Know how to use	feelings associated		
		and Mending	the Mending	with trust. Can		
		Friendships).	Friendships or Solve-	identify who they trust		
		Children consider	it-together problem-	in their own		
		the importance of	solving methods.	relationships. Can give		
		trust in	Know there are good	and receive		
		relationships and	secrets and worry	compliments. Can say		
		what this feels	secrets and why it is	who they would go to		
		like. They also	important to share	for help if they were		
		learn about two	worry secrets. Know	worried or scared.		
		types of secret,	what trust is.			
		and why 'worry				
		secrets' should				
		always be shared				
		with a trusted				
		adult. Children				
		reflect upon				
		different types of				
		physical contact				
		in relationships,				
		which are				
		acceptable and				



		<u>view</u>	1	1	T .		T .	
			which ones are					
			not. They practise					
			strategies for					
			being assertive					
			when someone is					
			hurting them or					
			being unkind. The					
			children also					
			discuss people					
			who can help					
			them if they are					
			worried or scared.					
Year	Summer 2	Changing Me	Children look at	Personal,	Know that life cycles	Can appreciate that	Change, Grow,	The children will
2			different life	social, health	exist in nature.	changes will happen	Control, Life cycle,	have talked about
		Discovery	cycles in nature	and economic	Know that aging is	and that some can be	Baby, Adult, Fully	life cycles and
			including that of	education	a natural process	controlled and others	grown, Growing up,	how we grow
		Rule of Law,	humans. They		including old-age.	not. Be able to express	Old, Young, Change,	from a baby to an
		Individual	reflect on the		Know that some	how they feel about	Respect, Appearance,	adult. They will
		Liberty,	changes that		changes are out of	changes. Show	Physical, Baby,	have also
		Mutual	occur (not		an individual's	appreciation for people	Toddler, Child,	discussed private
		Respect,	including		control. Know how	who are older. Can	Teenager, Independent,	parts.
		Tolerance	puberty) between		their bodies have	recognise the	Timeline, Freedom,	
			baby, toddler,		changed from when	independence and	Responsibilities, Male,	
			child, teenager,		they were a baby	responsibilities they	Female, Public,	
			adult and old -		and that they will	have now compared to	Private, Touch,	
			age. Within this,		continue to change	being a baby or	Texture, Cuddle, Hug,	
			children also		as they age. Know	toddler. Can say what	Squeeze, Like, Dislike,	
			discuss how		the physical	greater responsibilities	Acceptable,	
			independence,		differences between	and freedoms they	Unacceptable,	
			freedoms and		male and female	may have in the	Comfortable,	
			responsibility can		bodies. Know that	future. Can say who	Uncomfortable,	
			increase with age.		private body parts	they would go to for	Looking forward,	
			As part of a		are special and that	help if worried or	Excited, Nervous,	
			school's		no one has the right	scared. Can say what	Anxious, Happy	



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	safeguarding	to hurt these. Know	types of touch they	
	duty, pupils are	who to ask for help	find comfortable/	
	re-taught about	if they are worried	uncomfortable. Be able	
	the private parts	or frightened. Know	to confidently ask	
	of the body. They	there are different	someone to stop if they	
	are reminded that	types of touch and	are being hurt or	
	nobody has the	that some are	frightened. Can say	
	right to hurt these	acceptable and some	what they are looking	
	parts of the body,	are unacceptable.	forward to in the next	
	including a lesson		year.	
	on inappropriate			
	touch and			
	assertiveness.			
	Children practise			
	a range of			
	strategies for			
	managing feelings			
	and emotions.			
	They are also			
	taught where			
	they can get help			
	if worried or			
	frightened.			
	Change is taught			
	as a natural and			
	normal part of			
	growing up and			
	the range of			
	emotions that can			
	occur with			
	change are			
	explored and			
	discussed.			
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