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| **Core theme**  | **Reception** | **Year 1**  | **Year 2**  |
| **Core theme 1-** **Health and well being** Pupils should be taught: what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing | Feel resilient and confident in their learning. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices related to food, exercise and sleep. Name and recognise how healthy choices can keep us well. Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Learn the PANTS rules. | What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)That things people put into or onto their bodies can affect how they feelHow medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthyWhy hygiene is important and how simple hygiene routines can stop germs from being passed onWhat they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washingKnow that people have different roles in the community to help them (and others) keep safe – Know how to attract someone’s attention or ask for help; Understand the importance of keeping on asking for support until they are heardKnow how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say | Know how rules and restrictions help them to keep safeKnow how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secretsUnderstand that not everything they see online is true or trustworthy and that people can pretend to be someone they are notKnow how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns themUnderstand that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest Know that eating and drinking too much sugar can affect their health, including dental healthKnow how to be physically active and how much rest and sleep they should have everydayUnderstand that there are different ways to learn and play; how to know when to take a break from screen-timeUnderstand how sunshine helps bodies to grow and how to keep safe and well in the sunBe able to recognise, name and describe a range of feelings Know what helps them to feel good, or better if not feeling goodTo understand that different things/times/ experiences can bring about different feelings for different people To understand that feelings can affect people in their bodies and their behaviourExplore ways to manage big feelings and the importance of sharing their feelings with someone they trustRecognise when they might need help with feelings and how to ask for help when they need it |

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| **Core theme 2-** **Relationships** Pupils should be taught: how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help  | Recognise, name and understands everyday feelings such as happy, sad, cross, worried. Show understanding that their actions can affect others and how they feel. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation. | Think about what they like/dislike and are good at Know what makes them special and how everyone has different strengths Understand their personal features or qualities are unique to them how they are similar or different to others, and what they have in common |  |

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| **Core theme 3- Living in the wider world** Pupils should be taught: about respect for self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive  | Take turns. Understand classroom rules and routines. Learn about some of the school rules. Understand that we have different roles within school including being in charge of our tidy up areas. Take ownership of own learning and which areas I learn.  | To understand that kind and unkind behaviour can affect others; To know how to be polite and courteous; To play and work co-operatively To understand the responsibilities, they have in and out of the classroomTo understand how people, grow and change and how people’s needs change as they grow from young to oldTo know how to manage change when moving to a new class/year group | To understand their role in supporting other pupils in school life and their contributions to circle time. |
| Take care of our class environment. Show care and concern for our school environment. Recycle paper and plastic in their classroom.   | To know that people and animals need to be looked after and cared forTo understand what can harm the local and global environment and how they and others can help care for it (Links with Eco School, RSPB and Fairtrade) | To know how people, use the internet and digital devices in their jobs and everyday lifeTo continue to develop their understanding of personal responsibility with particular regard to environmental issues and Fairtrade. |
| member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people’s lives a basic understanding of enterprise.  | Understand that everything costs money so we need to look after our resources.  | To know what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) To how people make choices about what to do with money, including spending and saving (Links to the environment and Fairtrade)To understand the difference between needs and wants - that people may not always be able to have the things they want (Links to Fairtrade)To know how to keep money safe and the different ways of doing this | To know that jobs help people earn money to pay for things they need and wantTo know about a range of different jobs, including those done by people they know or people who work in their communityhow people have different strengths and interests that enable them to do different jobs  |