



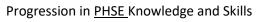
| Pupils should be taught: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of 1. ways of 2. what is meant by a healthy lifestyle 2. how to maintain physical, and emotional health and well-being 3. how to manage risks to physical and emotional health and well-being 4. ways of 2. ways of resisting their health and whell-being and know what keeps them healthy. They can be their health and wall-being and know what keeps them healthy. Children can talk about the harmful aspects of the ways of the people grow and explain how to describe ways of the people grow and explain how to manage the risks in different to develop healthy their health and well-being. They can identify and ways of resisting the first and well-being. They can identify and and and well-being. They can identify and ways of the emotional health and when they should keep servers and medicines, and describe ways of keeping safe in familiar situations. | Year | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| keeping physically and emotionally safe 5. about managing | 5. how to respect equality and diversity in relationships. Health and Wellbeing Pupils should be taught: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about | Manage own basic hygene and personal needs, including dressin, going to the toilet, and understanding the importance of healthy food | Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to | Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar | Children can make choices about how to develop healthy | They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about | They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar | They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well- being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of |



| Year | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing | | | | | | | |
| Living in the Wider World. Pupils should be taught: 1. about respect for self and others and the importance of responsible behaviours and actions | Children can talk about people around them and their roles in society. | Children can explain different ways that family and friends should care for one another. | Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can | Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of | They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or | Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. | They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. |



| Year | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it | EYFS | Year 1 | cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people. | responding to it. They can show how they care for the environment (e.g. animals and school grounds) | friendships), and can show ways to maintain good relationships (for example listening supporting, caring). | Year 5 | Year 6 |





| Year | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| 7. how money | | | | | | | |
| plays an | | | | | | | |
| important part in | | | | | | | |
| people's lives | | | | | | | |
| 8. a basic | | | | | | | |
| understanding of | | | | | | | |
| enterprise. | | | | | | | |