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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | Key Stage 1 | Lower Key Stage 1 | Upper Key Stage 1 |
| Drug Education | Knowledge | | |
| Explore the role of medicines (use when we are ill/prevent illnesses/manage a condition).  Understand that household products, including medicines, can be harmful if not used properly. | Describe the different purposes medicines have.  Explain the importance of taking medicines correctly and using household products safely. | Understand that there are rules and laws surrounding the use of medicines, drugs and household products.  Reflect on the risks/effects that illegal drugs common to everyday life can have on health. |
| Managing Risk | | |
| Explore that medicines come in different forms and are used in different ways.  Understand that things that people put into their body or on their skin can affect how they feel.  Talk about some simple rules for staying safe around medicines and other household substances/products.  Identify people that they can go to if they are ill, worried or to help them/others to stay healthy. | Describe risk in relation to the use of medicines/household products, and to suggest what action to take to help prevent or minimise risk.  Explore the possible risks and consequences of using/misusing legal drugs/household products in everyday situations.  Identify a circle of support and how to ask for help.  Demonstrate what to do in an emergency situation. | Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making.  Explain why some substances are harmful for growing bodies.  Analyse mixed messages in the media relating and recognising how they might influence opinions/behaviour.  Identify a range of strategies to better manage situations involving peer influences/approval.  Research reliable sources of information/support for children/adults affected by their own or someone else’s drug use. |
| Exploring Emotions | Exploring Emotions | | |
| Name a range of words to describe feelings.  Understand that all feelings are okay.  Understand how our feelings can affect how our bodies feel and behave. | Use a wider vocabulary to explain how they feel.  Describe feelings that can be comfortable/uncomfortable.  Recognise that feelings can differ in intensity. | Use a variety of vocabulary when talking about feelings.  Understand that sometimes we can have conflicting feelings.  Understand that feelings can change over time and range in intensity. |
| Recognising Emotions | | |
| Explore how to recognise different feelings.  Talk about how we recognise how others are feeling.  Understand that not everyone feels the same about the same things. | Explore how everyday things can affect how we think, feel and behave.  Describe what supports good mental/physical health.  Identify that not everyone feels the same about the same thing. | Understand that feelings can impact on our mental and physical health.  Recognise the importance of taking care of mental health and wellbeing.  Discuss the signs that someone may be struggling with their mental health. |
| Managing Emotions | | |
| Talk about ways to manage big and uncomfortable feelings.  Identify who they can ask for help and can demonstrate how to ask for help. | Identify strategies that they could use to feelings, including intense or uncomfortable feelings.  Understand the importance of not bottling up how you are feeling.  Understand the importance of asking for help if feelings become uncomfortable.  Explain how they can ask for help. | Identify strategies that they could use to respond to feelings, including conflicting feelings.  Record strategies and behaviours that support mental health and wellbeing.  Explain how to seek support for themselves and others. |
| Being Healthy | Factors of a Healthy Lifestyle | | |
| Explore what ‘being healthy’ means and why it is important.  Understand that food is necessary to keep our bodies healthy.  Identify that food choices can vary for families/cultures.  Name/describe different physical activities and explain ones they enjoy.  Explain how physical activity can help us to stay healthy.  Understand that sleep and relaxation are important for growing and keeping healthy.  Talk about healthy ways to feel good, calm down or change their mood. | Explain what a healthy lifestyle is and why it is important.  Understand what a healthy, balanced lifestyle may include.  Understand what an informed choice is.  Identify opportunities for physical activity within their everyday lives.  Describe some consequences of being physically inactive, on the mind and body.  Identify routines that support good quality sleep.  Explore strategies and behaviours that support mental health. | Identify things that can affect someone’s physical/mental health.  Explain what constitutes a healthy diet and the risk associated with not having one.  Reflect on what may influence our choices to have a balanced lifestyle.  Identify what good physical health means and how to seek help if they are worried about their health.  Recognise habits that can have positive/negative effects on a healthy lifestyle.  Understand routines/strategies that support good quality sleep; the effects of lack of sleep.  Identify strategies and behaviours that support mental health. |
| Hygiene, Health and Prevention | | |
| Demonstrate how to brush teeth.  Explain what good dental care is understand the foods/drinks that support this.  Demonstrate simple hygiene routines that stop germs from spreading.  Begin to recognise different ways of staying healthy in the sun.  Understand what it means to take a break and how this is important to our health. | Explain what good mental health means, including how to brush and floss.  Identify the affects of different foods/drinks on the teeth.  Identify the everyday hygiene routines that can limit the spread of infection.  Identify the benefits/risks of sun exposure.  Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance. | Identify the everyday routines that improve dental health.  Identify the everyday routines/habits that can limit the spread of infection.  Understand the wider importance of personal hygiene and how to maintain it.  Explain how to keep safe from sun damage and reduce the risk of skin of skin cancer.  Identify the benefits of the internet and strategies for managing/balancing time online/offline. |
| Growing up | Growing and Changing | | |
| Name the main parts of the body including vagina and penis.  Recognise the difference between the male and female body parts.  Understand the human life cycle and that people grow from young to old.  Describe ways that people’s needs and bodies change as they grow.  Talk about some ways to keep clean.  Understand that babies grow in the mother’s body and have particular needs when they are born.  Recognise what makes them special and unique. | Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries.  Understand the process of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm.  Explore physical and emotional changes that happen during puberty.  Explain how daily hygiene helps to reduce the spread of infection.  Explain how adults care for a baby during and after pregnancy.  Recognise that individuality and personal qualities contribute to who we are. | Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.  Explain how babies are conceived, born and cared for.  Identify the physical and emotional changes that happen when approaching/during puberty.  Know some of the key facts of menstruation.  Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing.  Reflect on the responsibilities of being a parent or carer on how having a baby changes someone’s life.  Identify and value personal strengths, skills, achievements and interests. |
| Privacy, Boundaries and Consent | | |
| Understand that some parts of the body are private.  Identify different types of touch and how they make people feel.  Understand the differences between happy surprises and secrets that make them feel uncomfortable or worried and how to get help. | Explain what is meant by privacy and personal boundaries.  Recognise comfortable/uncomfortable behaviour online/offline.  Know when it is right to break or keep a confidence or share a secret. Know how to ask for help. | Understand what consent means and how to seek and give/not give permission in different situations.  Analyse when behaviour including physical touch is acceptable, unacceptable, wanted in different situations.  Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help. |
| Changes | About Loss and Change | | |
| Identify examples of loss and change.  Begin to recognise that loss and change can affect the way we think, feel and behave.  Understand that changes produce big feelings. | Recognise that loss/change are a normal part of life.  Describe how change and loss can affect feelings, thoughts and behaviours.  Recognise that feelings associated with loss/change can change over time and range in intensity. | Explore that loss, bereavement and change are part of the human life cycle.  Understand that change and loss, including death, can create feelings and behaviours are not the same for everyone.  Recognise that internal conflict emotions can be normal when dealing with loss and change. |
| Managing Loss and Change | | |
| Identify feelings associated with loss and change.  Recognise some simple ways to prepare for change/transition.  Identify different things that may help to manage big feelings.  Talk about some ways to help others when they are affected by change.  Know that it is important to talk to someone if you are worried.  Identify people who can help us if you are worried/unhappy. | Use a varied vocabulary when talking about feelings associated with loss and change.  Identify self-help strategies and the importance of support when preparing for change/transitions.  Describe everyday things that affect feelings and understand the importance of expressing feelings.  Develop some ways of responding to others and showing support if they are affected by loss/change.  Know why it is important to talk about our feelings and not bottle them up.  Know who to talk to if you are worried or have strong feelings. | Describe a range of motions and intensities associated with loss and change.  Identify problem solving strategies to manage transition between key stages.  Identify strategies to respond to feelings, including intense or conflict feelings.  Recognise the signs when someone may be struggling and understand how to seek support.  Explore some barriers to asking for help and some ways to address them.  Know who to talk to and where to go for help. |
| Bullying Matters | About Bullying | | |
| Explore what is bullying and what is not.  Recognise king and unkind behaviour in themselves and others.  Identify that bodies and feelings can be hurt by words or actions.  Understand that hurtful behaviour is not acceptable. | Discuss different types of bullying including the role of the bystander.  Recognise that our behaviour can affect others.  Identify how the body may react to unhappy or uncomfortable feelings.  Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable. | Explain what direct, indirect and cyberbullying means.  Identify when banter or other behaviour becomes unkind.  Analyse ways to identify and manage uncomfortable feelings online/offline.  Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it. |
| Strategies and Support | | |
| Explore simple strategies to resolve arguments between friends.  Understand how to report bullying and who they can talk to. | Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline.  Recognise the importance of seeking support and identify how they might do this. | Identify positive strategies that may help to resolve disputes in friendships.  Describe some barriers to accessing support.  Recognise the importance of seeking support if feeling lonely, excluded or unsafe. |
| Being Me | Being Unique and Special | | |
| Recognise and share facts about themselves.  Identify their lives and dislikes and what they are good at.  Talk about some ways that they are special. | Explore what contributes to who we are.  Identify and talk about their own strengths and interests.  Recognise what makes them unique and understands that being different is something to celebrate. | Identify a range of factors that contributes to our identity.  Express their talents and strengths with confidence. Set goals for how they would like them to develop.  Explain ways in which they respect and value other people’s differences. |
| Understanding Similarities and Differences | | |
| Recognise how friends can have both similarities and differences.  Show some simple ways to respect and celebrate other’s differences. | Identify visible/invisible differences between people.  Explain why it is important to respect and celebrate the differences and similarities between people. | Respect the differences and similarities between people.  Reflect on how discrimination and our own behaviour can affect others. |
| Being Part of a Community | | |
| Name some groups that they belong to.  Talk about how being part of a group makes them feel. | Identify the different groups that make up their community.  Recognise that they belong to different communities as well as the school community.  Describe what is positive about their community and how it supports them. | Explain some of the benefits of community.  Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversities in our communities.  Explore how shared events and experiences can create a stronger community. |
| Difference and Diversity | Similarities and Differences | | |
| Recognise ways they are the same as and different to others.  Talk about some ways that they are special.  Express their thoughts and opinions and recognise that others can be different. | Discuss a range of similarities/differences between people.  Explore what contributes to who we are.  Listen actively to others’ views and explore how they are similar or different to their own. | Reflect on diversity and what it means; the benefits of living in a diverse community.  Recognise their individuality and identify their personal qualities.  Understand that their views and opinions come from their different background and experiences.  Model how to discuss or debate respectfully. |
| Respecting Others | | |
| Talk about some ways to treat themselves and others with kindness.  Know what it means if something is fair or unfair. | Recognise the importance of self-respect and demonstrate ways to respect others.  Recognise and challenge stereotypes.  Explain the concept of being equal. | Explain the importance of having respect and compassion for self and others.  Recognise stereotypes are perpetuated and have some strategies to challenge positively.  Identify different types of discrimination and recognise the impact they can have.  Understand that there are laws about discrimination so we can live in a fair society. |
| Feeling Responsible | Rules and Responsibilities | | |
| Understand what a rule is and that we follow rules to help each other.  Understand that rules need to be fair.  Give examples of rules from different situations. Identify simple responsibilities they have.  Describe some simple ways to describe waste. | Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them.  Describe some basic human rights.  Understand that rights come with responsibilities.  Describe what climate change is and some ways we can all help to reduce the effects. | Explore how laws protect our rights and how to respond respectfully if something is not within the law.  Recognise that human rights are there to protect everyone.  Understand the relationship between rights and responsibilities, providing examples.  Explain the importance of respecting the environment and set personal everyday actions. |
| Community and Care | | |
| Recognise that people have different needs.  Describe some ways to care for people, animals and other living things. | Explore what is meant by community and the differences between needs and wants within a community.  Explore and identify the welfare needs of animals and humans. | Recognise how we can support others within a community.  Identify diversity within a community and explore how we can celebrate this.  Recognise the importance of having compassion towards others and how to show care and concern. |
| Relationships | Friendship | | |
| Explain what makes a good friend/friendship.  Talk about some ways to make friends.  Explain basic techniques for resisting pressure.  Recognise kind and unkind behaviour.  Name the special people in their lives.  Resolve conflict in simple ways e.g. choosing to share, take turns etc.  Tell someone if you are worried about something in a relationship/family. | Identify what makes a positive healthy or unhealthy relationship.  Identify strategies to build friendships.  Understand the difference between persuasion, influence and pressure.  Explain how kindness can support wellbeing.  Recognise there are different types of relationships.  Explain what can cause arguments with friends and describe some ways to resolve them.  Recognise the importance of asking for help if we feel worried, lonely or excluded. | Reflect on what qualities of a good friendship/relationship are and are not.  Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and need for peer approval.  Explore what a loving caring relationship means.  Understand what marriage and civil partnership means.  Use strategies to positively resolve between disputes and reconcile differences in friendships.  Explain when and how to seek advice if family, friendships or relationships make them unhappy through a range of options. |
| Families | | |
| Talk about the way in which their families are the same or different to others.  Describe some things they enjoy doing with their family and how it makes them feel. | Recognise that there are different types of family structures.  Explain what it means to be part of a family. | Explore and respect that there are different family structure in society.  Reflect on being part of a family provides stability and love. |
| Money Matters | Economic Wellbeing | | |
| Understand what money is and its different forms.  Describe some ways money can be looked after.  Recognise that people make different choices about how to spend/save money.  Talk about some things we all need and some things we want but don’t need. | Explain some different ways to pay for things.  Explain some different ways to keep track of money.  Identify that people have different attitudes towards saving/spending.  Recognise that people make spending decisions based on needs, wants and priorities.  Identify ways that money can impact on people’s feelings.  Recognise that people’s spending decisions can affect others and the environment. | Understand what a bank account is and how it is linked to payment.  Understand the risks associated with money and ways of keeping money safe.  Identify the risks involved in gambling activities.  Explain some ways to get help if they are concerned about gambling or other financial risks.  Reflect on the role that money plays in people’s lives, attitudes towards it and what influences decisions about spending and saving.  Identify the impact that having or not having money can have on a person’s wellbeing.  Explain some ways that money is/can be distributed to benefit the community. |
| Work, Aspirations and Careers | | |
| Know that everyone has different strengths and talents, in and out of school.  Name some different jobs that people do. | Recognise positive things about themselves and their achievements.  Identify some the skills that may help them in future careers. | Identify how skills can help them with their future career.  Identify jobs that they might want to do in the future.  Discuss their views on how or why someone may or may not choose a certain career.  Recognise a variety of routes into careers.  Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations. |