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	Relationships	Health and Wellbeing	Living in the Wider World
Y6	Different relationships, changing and growing, adulthood, independence, moving to secondary school	Looking after ourselves; growing up; becoming independent; taking more responsibility	Media literacy and digital resilience; influences and decision-making; online safety
Y5	Friendships; relationships; becoming independent; online safety	Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes Basic first aid, accidents, dealing with emergencies Drugs, alcohol and tobacco; healthy habits	Money; making decisions; spending and saving Careers; aspirations; role models; the future
Y4	Respect for self and others; courteous behaviour; safety; human rights	Self-esteem: self-worth; personal qualities; goal setting; managing set backs Feelings and emotions; expression of feelings; behaviour Growing and changing; puberty Keeping safe; out and about; recognising and managing risk	Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions
Y3	Friendship; making positive friendships, managing loneliness, dealing with arguments Families; family life; caring for each other	Keeping safe; at home and school; our bodies; hygiene; medicines and household products Being healthy: eating well, dental care Being healthy: keeping active, taking rest	Community; belonging to groups; similarities and differences; respect for others
Y2	Friendship; feeling lonely; managing arguments Behaviour; bullying; words and actions; respect for others	Keeping safe; recognising risk; rules Being healthy: eating, drinking, playing and sleeping Feelings; mood; times of change; loss and bereavement; growing up	People and jobs; money; role of the internet

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Y1	Ourselves and others; similarities and differences; individuality; our bodies Ourselves and others; people who care for us; groups we belong to; families	Being healthy; hygiene; medicines; people who help us with health Keeping safe; people who help us	Money; making choices; needs and wants Ourselves and others; the world around us; caring for others; growing and changing
EYFS	**These are examples of the sorts of learning opportunities and experiences our children will take part in in the EYFS.** **We choose and teach these depending on our children's needs at times in the year when it is most beneficial to their development.** Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements. Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations. Manage feelings and behaviour – understand and follow rules, share with others, work with others. Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. Social skills – observe others, initiate and understand the rules of social interaction. Recognise the needs of others - show sensitivity to others. Communication –listen to others, speak to peers and adults and engage in discussions in a positive way. Respond – Follow instructions, requests, and ideas in a range of contexts and situations. Active learning – engage in challenges. Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. Recognise the needs of others -demonstrate empathy, show awareness of how their actions may impact on others. Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others. Understand feelings – talk about and discuss with others how they feel. Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress. Use language – to negotiate, co-operate, plan and organise play, resolve conflict. Social skills –negotiate, resolve conflict, able to compromise, take responsibility for themselves and others. Recognise the needs of others - know that other children think and respond in different ways to them. Communication –reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.	

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	These are the Early Learning Goals most relevant to HRSE Early Learning Goals Self Regulation: Children at the expected level of development will: • -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self: Children at the expected level of development will: • -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. Building Relationships: Children at the expected level of development will: • -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.