

PHSE progression

<p>Mental Wellbeing (MW)</p>	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and Harms (ISH)</p>	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.



	<ol style="list-style-type: none">6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.7. where and how to report concerns and get support with issues online
Physical Health and Fitness (PHF)	<ol style="list-style-type: none">1. the characteristics and mental and physical benefits of an active lifestyle.2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.3. the risks associated with an inactive lifestyle (including obesity).4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating (HE)	<ol style="list-style-type: none">1. what constitutes a healthy diet (including understanding calories and other nutritional content).2. the principles of planning and preparing a range of healthy meals.3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs Alcohol and Tobacco (DAT)	<ol style="list-style-type: none">1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none">1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.6. the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid (BFA)	<ol style="list-style-type: none">1. how to make a clear and efficient call to emergency services if necessary.2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent body (CAB)	<ol style="list-style-type: none">1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.2. about menstrual wellbeing including the key facts about the menstrual cycle.



Families and people who care for me (FPC)	<ol style="list-style-type: none">1. that families are important for children growing up because they can give love, security and stability.2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	<ol style="list-style-type: none">1. how important friendships are in making us feel happy and secure, and how people choose and make friends.2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	<ol style="list-style-type: none">1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.2. practical steps they can take in a range of different contexts to improve or support respectful relationships.3. the conventions of courtesy and manners.4. the importance of self-respect and how this links to their own happiness.5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.8. the importance of permission-seeking and giving in relationships with friends, peers and adults



Online relationships (OR)	<ol style="list-style-type: none">1. that people sometimes behave differently online, including by pretending to be someone they are not.2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.5. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none">1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.5. how to recognise and report feelings of being unsafe or feeling bad about any adult.6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.8. where to get advice e.g. family, school and/or other sources.

Me and My relationships Term one							DFE outcomes
YR R	All about me (coramlifeeducation.org.uk)	What makes me special (coramlifeeducation.org.uk)	Me and my special people (coramlifeeducation.org.uk)	Who can help me? (coramlifeeducation.org.uk)	My feelings (coramlifeeducation.org.uk)	My feelings (2) (coramlifeeducation.org.uk)	
YR 1	Why we have classroom rules (coramlifeeducation.org.uk) Why we have classroom rules	Thinking about feelings (coramlifeeducation.org.uk) Thinking about Feelings	Our feelings (coramlifeeducation.org.uk) Our feelings Identify a range of feelings;	Feelings and bodies (coramlifeeducation.org.uk) Feelings and bodies Recognise that people's bodies and feelings can be hurt;	Good friends (coramlifeeducation.org.uk) Good friends Identify simple qualities of friendship;	How are you listening? (coramlifeeducation.org.uk) How are you listening?	RR2, RR3 BS5, MW2, MW3, MW4, MW7



	<p>-Understand that classroom rules help everyone to learn and be safe;</p> <p>-Explain their classroom rules and be able to contribute to making these.</p>	<p>-Recognise how others might be feeling by reading body language/facial expressions;</p> <p>-Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p>	<p>•Identify how feelings might make us behave:</p> <p>•Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p>	<p>•Suggest ways of dealing with different kinds of hurt.</p>	<p>•Suggest simple strategies for making up.</p>	<p>Demonstrate attentive listening skills;</p> <p>•Suggest simple strategies for resolving conflict situations;</p> <p>•Give and receive positive feedback, and experience how this makes them feel.</p>	<p>MW1, MW2, MW4, MW7 MW2, MW3, MW6, MW7 CF1, CF3 RR1, CF2, CF4, CF5</p>
YR 2	<p>Our ideal classroom (1) (coramlifeeducation.org.uk)</p> <p>Our ideal classroom 1</p> <p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>•Make and undertake pledges based on those actions.</p>	<p>Our ideal classroom (2) (coramlifeeducation.org.uk)</p> <p>Our ideal classroom 2</p> <p>The conventions of courtesy and manners.</p>	<p>How are you feeling today? (coramlifeeducation.org.uk)</p> <p>How are you feeling today?</p> <p>Use a range of words to describe feelings;</p> <p>•Recognise that people have different ways of expressing their feelings;</p>	<p>Bullying or teasing? (coramlifeeducation.org.uk)</p> <p>Bullying or teasing?</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</p> <p>•Identify situations as to whether they are incidents of teasing or bullying.</p>	<p>Types of bullying (coramlifeeducation.org.uk)</p> <p>Types of bullying</p> <p>Explain the difference between bullying and isolated unkind behaviour;</p> <p>•Recognise that there are different types of bullying and unkind behaviour;</p> <p>•Understand that bullying and unkind behaviour are both</p>	<p>Being a good friend (coramlifeeducation.org.uk)</p> <p>Being a good friend</p> <p>Recognise that friendship is a special kind of relationship;</p> <p>•Identify some of the ways that good friends care for each other.</p>	<p>RR2 RR3 MW2, MW3 RR5, RR6 CF1, CF2, CF3</p>



			<ul style="list-style-type: none"> Identify helpful ways of responding to other's feelings. 		unacceptable ways of behaving.		
YR 3	<p>As a rule (coramlifeeducation.org.uk)</p> <p>As a rule Explain why we have rules; <ul style="list-style-type: none"> Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. </p>	<p>My special pet (coramlifeeducation.org.uk)</p> <p>My special pet <ul style="list-style-type: none"> Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation. </p>	<p>Dan's dare (coramlifeeducation.org.uk)</p> <p>Dan's dare Explain what a dare is; <ul style="list-style-type: none"> Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. </p>	<p>Looking after our special people (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. 	<p>How can we solve this problem? (coramlifeeducation.org.uk)</p> <p>How can we solve this problem? Rehearse and demonstrate simple strategies for resolving given conflict situations.</p>	<p>Friends are special (coramlifeeducation.org.uk)</p> <p>Friends are special Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p>	ISH4 MW 2,3,4 CF1,2, 3,4,5 BS1 RR 1,2,3
YR 4	<p>An email from Harold! (coramlifeeducation.org.uk)</p> <p>An email from Harold!</p>	<p>Ok or not ok? (part 1) (coramlifeeducation.org.uk)</p> <p>Ok or not ok? (1)</p>	<p>Ok or not ok? (part 2) (coramlifeeducation.org.uk)</p> <p>Ok or not ok? (2)</p>	<p>Under pressure (coramlifeeducation.org.uk)</p> <p>Under pressure</p>	<p>Different feelings (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> Identify a wide range of feelings; 	<p>When feelings change (coramlifeeducation.org.uk)</p>	CF2, CF3, MW3, MW6, MW7



	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</p> <ul style="list-style-type: none"> • Explain how different words can express the intensity of feelings. 	<p>Explain what we mean by a 'positive, healthy relationship';</p> <ul style="list-style-type: none"> • Describe some of the qualities that they admire in others. 	<p>Recognise that there are times when they might need to say 'no' to a friend;</p> <ul style="list-style-type: none"> • Describe appropriate assertive strategies for saying 'no' to a friend. 	<ul style="list-style-type: none"> • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	<ul style="list-style-type: none"> • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. 	<p>Demonstrate a range of feelings through their facial expressions and body language;</p> <ul style="list-style-type: none"> • Recognise that their feelings might change towards someone or something once they have further information. 	<p>CF4, CF5, RR1, RR2, RR3, RR5, HE3 RR4, RR5, OR1, OR2, , RR6, MW8, ISH5</p>
YR 5	<p>. Give and take (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. 	<p>How good a friend are you? (coramlifeeducation.org.uk)</p> <p>How good a friend are you?</p> <ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; 	<p>Relationship cake recipe (coramlifeeducation.org.uk)</p> <p>Relationship cake recipe</p> <ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. 	<p>Being assertive (coramlifeeducation.org.uk)</p> <p>Identify characteristics of passive, aggressive and assertive behaviours;</p> <ul style="list-style-type: none"> • Understand and rehearse assertiveness skills. 	<p>Our emotional needs (coramlifeeducation.org.uk)</p> <p>Our emotional needs</p> <ul style="list-style-type: none"> • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking 	<p>Communication (coramlifeeducation.org.uk)</p> <p>Communication</p> <ul style="list-style-type: none"> • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. 	<p>CF1, CF2, CF3, CF4, MW1, MW2, MW3 CF5, RR3, RR4, RR5 MW4, MW9, MW10</p>



		<ul style="list-style-type: none"> • Reflect on their own friendship qualities 			<p>or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p>		<p>OR2, OR3, MW8</p>
YR 6	<p>Behave yourself (coramlifeeducation.org.uk)</p> <p>Assertiveness skills (formerly Behave yourself - 2) (coramlifeeducation.org.uk)</p> <p>Behave yourself Recognise and empathise with patterns of behaviour in peer-group dynamics;</p> <ul style="list-style-type: none"> • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a 	<p>Dan's day (coramlifeeducation.org.uk)</p> <p>Dan's day Describe the consequences of reacting to others in a positive or negative way;</p> <ul style="list-style-type: none"> • Suggest ways that people can respond more positively to others. 	<p>Don't force me (coramlifeeducation.org.uk)</p> <p>Don't force me Describe ways in which people show their commitment to each other;</p> <ul style="list-style-type: none"> • Know the ages at which a person can marry, depending on whether their parents agree. 	<p>Acting appropriately (coramlifeeducation.org.uk)</p> <p>Acting Appropriately Recognise that some types of physical contact can produce strong negative feelings;</p> <ul style="list-style-type: none"> • Know that some inappropriate touch is also illegal. 	<p>It's a puzzle (coramlifeeducation.org.uk)</p> <p>It's a puzzle</p> <ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. 		<p>RR1, RR2, RR4, RR5, RR6, BS6 FPC2, FPC1, CF3, MW1, MW2, MW3, MW4, CAB1 FPC3, FPC4, FPC5, FPC6,</p> <p>RR5, RR6, BS1, BS2, BS3, BS4,</p>



	situation where someone under pressure may do something they feel uncomfortable about.						BS5, BS6, BS7, BS8 RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7
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Term 2 Valuing Difference							
YR R	I'm special, you're special (coramlifeeducation.org.uk)	Same and different (coramlifeeducation.org.uk)	Same and different families (coramlifeeducation.org.uk)	Same and different homes (coramlifeeducation.org.uk)	I am caring (formerly Kind and caring -1) (coramlifeeducation.org.uk)	I am a friend (formerly Kind and caring, 2)	



						(coramlifeeducation.org.uk)	
YR 1	<p>Same or different? (coramlifeeducation.org.uk)</p> <p>identify the differences and similarities between people;</p> <ul style="list-style-type: none"> •Empathise with those who are different from them; •Begin to appreciate the positive aspects of these differences. 	<p>Unkind, tease or bully? (coramlifeeducation.org.uk)</p> <p>Unkind, tease or bully?</p> <ul style="list-style-type: none"> •Explain the difference between unkindness, teasing and bullying; •Understand that bullying is usually quite rare. 	<p>Harold's school rules (coramlifeeducation.org.uk)</p> <p>Harold's school rules</p> <ul style="list-style-type: none"> •Explain some of their school rules and how those rules help to keep everybody safe. 	<p>Who are our special people? (coramlifeeducation.org.uk)</p> <p>Who are our special people?</p> <ul style="list-style-type: none"> •Identify some of the people who are special to them; •Recognise and name some of the qualities that make a person special to them. 	<p>Who can help? (1) (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe. 	<p>It's not fair! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Recognise and explain what is fair and unfair, kind and unkind; •Suggest ways they can show kindness to others. 	HP 3
YR 2	<p>An act of kindness (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Recognise and describe acts of kindness and unkindness; •Explain how these impact on other people's feelings; •Suggest kind words and actions 	<p>What makes us who we are? (coramlifeeducation.org.uk)</p> <p>What makes us who we are?</p> <ul style="list-style-type: none"> •Identify some of the physical and non-physical differences and similarities between people; •Know and use words and phrases 	<p>My special people (coramlifeeducation.org.uk)</p> <p>My special people</p> <ul style="list-style-type: none"> •Identify people who are special to them; •Explain some of the ways those people are special to them. 	<p>How do we make others feel? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Recognise and explain how a person's behaviour can affect other people. 	<p>Solve the problem (coramlifeeducation.org.uk)</p> <p>Solve the problem</p> <ul style="list-style-type: none"> •Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); •Suggest strategies for dealing with a range of common 	<p>When someone is feeling left out (coramlifeeducation.org.uk)</p> <p>When someone is feeling left out</p> <ul style="list-style-type: none"> •Explain how it feels to be part of a group; •Explain how it feels to be left out from a group; •Identify groups they are part of; 	CF4 ,5 RR 1, RR 2 FPC 1, FPC 2, FPC 3, FPC 4



	<p>they can show to others;</p> <ul style="list-style-type: none"> • Show acts of kindness to others in school. 	<p>that show respect for other people.</p>			<p>situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<ul style="list-style-type: none"> • Suggest and use strategies for helping someone who is feeling left out. 	<p>CF3 , M W7</p>
YR 3	<p>Family and friends (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' 	<p>My community (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 	<p>Respect and challenge (coramlifeeducation.org.uk)</p> <p>Reflect on listening skills;</p> <ul style="list-style-type: none"> • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. 	<p>Our friends and neighbours (coramlifeeducation.org.uk)</p> <p>Explain that people living in the UK have different origins;</p> <ul style="list-style-type: none"> • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need 	<p>Let's celebrate our differences (coramlifeeducation.org.uk)</p> <p>Recognise the factors that make people similar to and different from each other;</p> <ul style="list-style-type: none"> • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). 	<p>Zeb (coramlifeeducation.org.uk)</p> <p>Understand and explain some of the reasons why different people are bullied;</p> <ul style="list-style-type: none"> • Explore why people have prejudiced views and understand what this is. 	



				in order to get on together.			
YR 4	<p>Can you sort it? (coramlifeeducation.org.uk)</p> <p>Define the terms 'negotiation' and 'compromise';</p> <ul style="list-style-type: none"> • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. 	<p>Islands (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. 	<p>Friend or acquaintance? (coramlifeeducation.org.uk)</p> <p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</p> <ul style="list-style-type: none"> • Give examples of features of these different types of relationships, including how they influence what is shared. 	<p>What would I do? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. 	<p>The people we share our world with (coramlifeeducation.org.uk)</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <ul style="list-style-type: none"> • Define the word respect and demonstrate ways of showing respect to others' differences. 	<p>That is such a stereotype! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Understand and identify stereotypes, including those promoted in the media. 	
YR 5	<p>Qualities of friendship</p>	<p>Kind conversations (coramlifeeducation.org.uk)</p>		<p>The land of the Red People</p>	<p>Is it true? (coramlifeeducation.org.uk)</p>	<p>It could happen to anyone</p>	



	<p>coramlifeeducation.org.uk</p> <p>Define some key qualities of friendship;</p> <ul style="list-style-type: none"> •Describe ways of making a friendship last; •Explain why friendships sometimes end. 	<ul style="list-style-type: none"> •Rehearse active listening skills; •Demonstrate respectfulness in responding to others; •Respond appropriately to others. 	<p>Happy being me</p> <p>coramlifeeducation.org.uk</p> <ul style="list-style-type: none"> •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them; •Understand the importance of respecting others, even when they are different from themselves. 	<p>coramlifeeducation.org.uk</p> <ul style="list-style-type: none"> •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	<ul style="list-style-type: none"> •Understand that the information we see online either text or images, is not always true or accurate; •Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; •Understand and explain the difference sex, gender identity, gender expression and sexual orientation. 	<p>coramlifeeducation.org.uk</p> <p>identify the consequences of positive and negative behaviour on themselves and others;</p> <ul style="list-style-type: none"> •Give examples of how individual/group actions can impact on others in a positive or negative way. 	
YR 6	<p>OK to be different</p> <p>coramlifeeducation.org.uk</p> <p>Recognise that bullying and</p>	<p>We have more in common than not</p> <p>coramlifeeducation.org.uk</p>	<p>Respecting differences</p> <p>coramlifeeducation.org.uk</p>	<p>Tolerance and respect for others</p> <p>coramlifeeducation.org.uk</p>	<p>Advertising friendships!</p> <p>coramlifeeducation.org.uk</p> <ul style="list-style-type: none"> •Explain the difference between a friend 	<p>Boys will be boys? - challenging gender stereotypes</p> <p>coramlifeeducation.org.uk</p>	



	<p>discriminatory behaviour can result from disrespect of people's differences;</p> <ul style="list-style-type: none"> • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. 	<ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied. 	<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. 	<ul style="list-style-type: none"> • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	<p>and an acquaintance;</p> <ul style="list-style-type: none"> • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). 	<p>Define what is meant by the term stereotype;</p> <ul style="list-style-type: none"> • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. 	
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Term 3 Keep ing myse							
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If safe							
YR R	What's safe to go onto my body (coramlifeeducation.org.uk)	Keeping Myself Safe - What's safe to go into my body (including medicines) (coramlifeeducation.org.uk)	Safe indoors and outdoors (coramlifeeducation.org.uk)	Listening to my feelings (coramlifeeducation.org.uk)	Keeping safe online (coramlifeeducation.org.uk)	People who help to keep me safe (coramlifeeducation.org.uk)	
YR 1	Super sleep (coramlifeeducation.org.uk) Super sleep <ul style="list-style-type: none"> •Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; •Identify simple bedtime routines that promote healthy sleep. 	Harold loses Geoffrey (coramlifeeducation.org.uk) <ul style="list-style-type: none"> •Recognise the range of feelings that are associated with loss. 	Healthy me (coramlifeeducation.org.uk) Healthy me <ul style="list-style-type: none"> •Understand that the body gets energy from food, water and air (oxygen); •Recognise that exercise and sleep are important parts of a healthy lifestyle. 	What could Harold do? (coramlifeeducation.org.uk) What could Harold do? <ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Explain simple issues of safety and responsibility about medicines and their use. 	Good or bad touches? (coramlifeeducation.org.uk) Good or bad touches? <ul style="list-style-type: none"> •Understand and learn the PANTS rules; •Name and know which parts should be private; •Explain the difference between appropriate and inappropriate touch; •Understand that they have the right to say "no" to unwanted touch; 	Sharing pictures (coramlifeeducation.org.uk) Sharing pictures <ul style="list-style-type: none"> •Start thinking about how to stay safe online, including safety around sharing images; •Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. 	HP3, DAT1 FPC6, RR8, BS1, BS2, BS5, BS7, BS8 RR8,O R1-5, 6 ISH 1, 3, 5, 7 PHF1, PHF3, HP3, HP4



<p>YR 2</p>	<p>Harold's picnic (coramlifeeducation.org.uk) Harold's picnic</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. 	<p>What should Harold say? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe 	<p>Fun or not? (coramlifeeducation.org.uk) Fun or not?</p> <ul style="list-style-type: none"> • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	<p>Should I tell? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. 	<p>I don't like that! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	<p>Playing games (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Know the importance of keeping personal information private, when online and only talking to people they know in real life; • Know that they can tell an adult they trust if anything happens that makes them worried. 	<p>MW3, MW5, DAT1,</p>
<p>YR 3</p>	<p>Safe or unsafe? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; 	<p>The Risk robot (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. 	<p>Super Searcher (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks 	<p>Alcohol and cigarettes: the facts (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify some key risks from and effects of cigarettes and alcohol; 	<p>None of your business! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these 	<p>Help or harm? (coramlifeeducation.org.uk) Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	



	<ul style="list-style-type: none"> •Suggest strategies for keeping safe. 		<p>associated with browsing online;</p> <ul style="list-style-type: none"> •Give examples of strategies for safe browsing online. 	<ul style="list-style-type: none"> •Know that most people choose not to smoke cigarettes; (Social Norms message) •Define the word 'drug' and understand that nicotine and alcohol are both drugs. 	<p>signs and talk to a trusted adult if this happens;</p> <ul style="list-style-type: none"> •Recognise and describe appropriate behaviour online as well as offline; •Identify what constitutes personal information and when it is not appropriate or safe to share this; •Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. 	<p>Raisin challenge (1) (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Demonstrate strategies for assessing risks; •Understand and explain decision-making skills; •Understand where to get help from when making decisions. 	
YR 4	<p>Danger, risk or hazard? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and 	<p>Picture wise (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify images that are 	<p>How dare you! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Define what is meant by the word 'dare'; 	<p>Medicines: check the label (coramlifeeducation.org.uk)</p> <p>Understand that medicines are drugs;</p>	<p>Know the norms (coramlifeeducation.org.uk)</p> <p>Understand some of the key risks and effects of</p>	<p>Raisin challenge (2) (coramlifeeducation.org.uk)</p> <p>Understand that we can be influenced both</p>	



	<p>explain the difference between them;</p> <ul style="list-style-type: none"> • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. 	<p>safe/unsafe to share online;</p> <ul style="list-style-type: none"> • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. 	<ul style="list-style-type: none"> • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares. 	<ul style="list-style-type: none"> • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 	<p>smoking and drinking alcohol;</p> <ul style="list-style-type: none"> • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). 	<p>positively and negatively;</p> <ul style="list-style-type: none"> • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	
YR 5	<p><u>'Thinking' about habits (coramlifeeducation.org.uk)</u></p> <ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. <p><u>Ella's diary dilemma (coramlifeeducation.org.uk)</u></p>	<p><u>Spot bullying (coramlifeeducation.org.uk)</u></p> <ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; 	<p><u>Play, like, share (coramlifeeducation.org.uk)</u></p> <ul style="list-style-type: none"> • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; • Know how to protect personal 	<p><u>Drugs: true or false? (coramlifeeducation.org.uk)</u></p> <p>Understand some of the complexities of categorising drugs;</p> <ul style="list-style-type: none"> • Know that all medicines are drugs but not all drugs are medicines; 	<p><u>Smoking: what is normal? (coramlifeeducation.org.uk)</u></p> <ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<p><u>Vaping: healthy or unhealthy? (coramlifeeducation.org.uk)</u></p> <ul style="list-style-type: none"> • Understand the harms associated with vaping/e-cigarettes; • Think critically about the advertising, 	



	<ul style="list-style-type: none"> • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. 	<ul style="list-style-type: none"> • Recognise and describe the difference between online and face-to-face bullying. 	<p>information online.</p>	<ul style="list-style-type: none"> • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. 		<p>marketing and lobbying relating to drugs;</p> <ul style="list-style-type: none"> • Consider harm reduction alternatives to smoking tobacco (e.g. using vaping as one of a range of alternatives). 	
YR 6	<p>Rat Park (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways 	<p>To share or not to share? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; 	<p>Drugs: it's the law! (coramlifeeducation.org.uk)</p> <p>Understand some of the basic laws in relation to drugs;</p> <ul style="list-style-type: none"> • Explain why there are laws relating to drugs in this country. 	<p>What sort of drug is...? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can 	<p>Alcohol: what is normal? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol. 	<p>Joe's story (part 1) (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; 	



	<p>these needs can be met.</p> <p>Think before you click! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. 	<ul style="list-style-type: none"> • Know how to keep their information private online. <p>Traffic lights (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology. 		<p>have both medical and non-medical uses;</p> <ul style="list-style-type: none"> • Explain in simple terms some of the laws that control drugs in this country. 		<ul style="list-style-type: none"> • Suggest positive ways that people can get their emotional need met. 	
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Term 4 Rights and responsibilities							
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YR R	Looking after my special people (coramlifeeducation.org.uk)	Looking after my friends (coramlifeeducation.org.uk)	Being helpful at home and caring for our classroom (coramlifeeducation.org.uk)	Caring for our world (coramlifeeducation.org.uk)	Looking after money (1): recognising, spending, using (coramlifeeducation.org.uk)	Looking after money (2): saving money and keeping it safe (coramlifeeducation.org.uk)	
YR 1	Harold's wash and brush up (coramlifeeducation.org.uk) Harold's wash and brush up <ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. 	Taking care of something (coramlifeeducation.org.uk) <ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. 		Harold's money Explain where people get money from; <ul style="list-style-type: none"> List some of the things that money may be spent on in a family home. 	How should we look after our money?	Basic first aid Learn basic first aid - teaching resources First aid champions (redcross.org.uk) Basic first aid (coramlifeeducation.org.uk)	BFA 1, BFA 2 HP4 HP5
YR 2	Getting on with others (coramlifeeducation.org.uk)	When I feel like erupting (coramlifeeducation.org.uk)	Feeling safe (coramlifeeducation.org.uk)	How can we look after the environment?	Harold saves for something special	Playing games (coramlifeeducation.org.uk)	



	<ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom. 	<ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. 	<ul style="list-style-type: none"> Identify special people in the school and community who can keep them safe; Know how to ask for help. 			<ul style="list-style-type: none"> Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. 	
YR 3	<p>Our helpful volunteers (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental 	<p>Helping each other to stay safe (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. 	<p>Recount task (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount 	Harold's environment project	Can Harold Afford it?	Earning money	



	health and wellbeing benefits to those who volunteer.		using the appropriate language.				
YR 4	<p>Who helps us stay healthy and safe? (coramlifeeducation.org.uk)</p> <p>Explain how different people in the school and local community help them stay healthy and safe;</p> <ul style="list-style-type: none"> • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. 	<p>Fact or opinion? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read. 	<p>How do we make a difference? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. 	<p>In the news! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Define the word influence; • Recognise that reports in the media can influence the way they think about an topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. 	<p>Safety in numbers (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. 		



YR 5	<p>What's the story? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. 	<p>Fact or opinion? (coramlifeeducation.org.uk)</p> <p>Understand the difference between a fact and an opinion;</p> <ul style="list-style-type: none"> Understand what biased reporting is and the need to think critically about things we read. 	<p>Mo makes a difference (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. 	Spending wisely	Lend us a fiver	Local councils	
YR 6	<p>Two sides to every story (coramlifeeducation.org.uk)</p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</p>	<p>Fakebook friends (coramlifeeducation.org.uk)</p> <p>Know the legal age (and reason behind these) for having a social media account;</p> <ul style="list-style-type: none"> Understand why people don't tell the truth and often post only 	<p>Action stations! (coramlifeeducation.org.uk)</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <ul style="list-style-type: none"> Describe the aim, mission statement, 	Project pitch parts 1& 2	Democracy in Britain 1	Democracy in Britain 2	



	<ul style="list-style-type: none">• Describe the language and techniques that make up a biased report;• Analyse a report also extract the facts from it.	the good bits about themselves, online; <ul style="list-style-type: none">• Recognise that people's lives are much more balanced in real life, with positives and negatives.	activity and beneficiaries of a chosen voluntary, community or action group.				
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Term 5 Being my							
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YR R	Bouncing back when things go wrong (coramlifeeducation.org.uk)	Yes, I can! (coramlifeeducation.org.uk)	Healthy eating (coramlifeeducation.org.uk)	My healthy mind (coramlifeeducation.org.uk)	Move your body (coramlifeeducation.org.uk)	A good night's sleep (coramlifeeducation.org.uk)	
YR 1	Eat well (coramlifeeducation.org.uk) Eat well <ul style="list-style-type: none"> •Recognise that they may have different tastes in food to others; •Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; •Recognise which foods we need to eat more of and which we need to eat less of to be healthy. 	Catch it! Bin it! Kill it! (coramlifeeducation.org.uk) Catch it! Bin it! Kill it! <ul style="list-style-type: none"> •Understand how diseases can spread; •Recognise and use simple strategies for preventing the spread of diseases. 	I can eat a rainbow (coramlifeeducation.org.uk) <ul style="list-style-type: none"> •Recognise the importance of fruit and vegetables in their daily diet; •Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 	. Pass on the praise! (coramlifeeducation.org.uk) Pass on the praise! <ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel. 	Harold has a bad day (coramlifeeducation.org.uk) <ul style="list-style-type: none"> •Recognise how a person's behaviour (including their own) can affect other people 	Harold learns to ride his bike	HE1, HE2, HE3 CF2, CF5,C F4 RR1, RR2, RR3, RR5 HP 5
YR 2	My day (coramlifeeducation.org.uk) <ul style="list-style-type: none"> •Understand and give examples of things they can 	Harold's postcard - helping us to keep clean and healthy (coramlifeeducation.org.uk)	Harold's bathroom (coramlifeeducation.org.uk) <ul style="list-style-type: none"> •Explain the importance of 	My body needs... (coramlifeeducation.org.uk) <ul style="list-style-type: none"> •Understand that the body gets energy 	What does my body do?		PHF1 , HE1, HP3 MW3 ,



	<p>choose themselves and things that others choose for them;</p> <ul style="list-style-type: none"> • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	<ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. 	<p>good dental hygiene;</p> <ul style="list-style-type: none"> • Describe simple dental hygiene routines. 	<p>from food, water and oxygen;</p> <ul style="list-style-type: none"> • Recognise that exercise and sleep are important to health. 			PHF2 , HE1 HP4 , 5, 6
YR 3	<p>Derek cooks dinner! (healthy eating) (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; 	<p>Poorly Harold (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk 	<p>For or against? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues 	<p>I am fantastic! (coramlifeeducation.org.uk)</p> <p>dentify their achievements and areas of development;</p> <ul style="list-style-type: none"> • Recognise that people may say kind things to help us feel good about ourselves; 	Getting on with your nerves!	Body team work	



	<ul style="list-style-type: none"> • Give examples what foods might make up a healthy balanced meal. 	<p>of the spread of infectious illnesses;</p> <ul style="list-style-type: none"> • Suggest medical and non-medical ways of treating an illness. 	<p>that are relevant to them;</p>	<ul style="list-style-type: none"> • Explain why some groups of people are not represented as much on television/in the media. 			
YR 4	<p>What makes me ME! (coramlifeeducation.org.uk)</p> <p>Identify ways in which everyone is unique;</p> <ul style="list-style-type: none"> • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<p>Making choices (coramlifeeducation.org.uk)</p> <p>Give examples of choices they make for themselves and choices others make for them;</p> <ul style="list-style-type: none"> • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<p>SCARF hotel (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell • Guide (formerly Eatwell Plate). 	<p>Harold's Seven Rs (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 	My school community (1)	<p>Basic first aid (coramlifeeducation.org.uk)</p>	



<p>YR 5</p>	<p>Getting fit (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<p>Independence and responsibility (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people. 	<p>Star qualities? (coramlifeeducation.org.uk)</p> <p>Describe 'star' qualities of celebrities as portrayed by the media;</p> <ul style="list-style-type: none"> • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have. 	<p>Different skills</p>	<p>My school community</p>	<p>Basic first aid, including Sepsis Awareness (coramlifeeducation.org.uk)</p>	
<p>YR 6</p>	<p>Five Ways to Wellbeing project (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Explain what the five ways to wellbeing are; 	<p>This will be your life! (coramlifeeducation.org.uk)</p> <p>identify aspirational goals;</p> <ul style="list-style-type: none"> • Describe the actions needed to 	<p>Our recommendations (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Present information they researched on a 	<p>What's the risk? (1) (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify risk factors in a given situation (involving alcohol); 	<p>What's the risk? (2) (coramlifeeducation.org.uk)</p> <p>Recognise what risk is;</p>	<p>Basic first aid, including Sepsis Awareness (coramlifeeducation.org.uk)</p>	



	<ul style="list-style-type: none"> Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. 	<p>set and achieve these.</p>	<p>health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p>	<ul style="list-style-type: none"> Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these 	<ul style="list-style-type: none"> Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. 		
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Term 6 Growing and changing							
YR R	Seasons (coramlifeeducation.org.uk)	Life stages - plants, animals, humans (coramlifeeducation.org.uk)	Life Stages: Human life stage - who will I be?	Where do babies come from? (coramlifeeducation.org.uk)	Getting bigger (coramlifeeducation.org.uk)	Me and my body - girls and boys (coramlifeeducation.org.uk)	



			coramlifeeducation.org.uk				
YR 1	<p>Inside my wonderful body! (coramlifeeducation.org.uk)</p> <p>Inside my wonderful body!</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. 	<p>Taking care of a baby (coramlifeeducation.org.uk)</p> <p>Taking care of a baby</p> <ul style="list-style-type: none"> Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. 	<p>Then and now (coramlifeeducation.org.uk)</p> <p>Then and now</p> <ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. 	<p>Surprises and secrets (coramlifeeducation.org.uk)</p> <p>Surprises and secrets</p> <ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	<p>Who can help? (2) (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. 	<p>Keeping privates private (coramlifeeducation.org.uk)</p> <p>Keeping privates private</p> <ul style="list-style-type: none"> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. 	<p>PH F4 FPC 2, CA B1 FPC 6, CF4 , RR 8, BS1 , BS2 , BS4 , BS5 , BS6 , BS7 , BS8 , BS3</p>



YR 2	<p>A helping hand (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Demonstrate simple ways of giving positive feedback to others. 	<p>Sam moves away (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 	<p>Haven't you grown! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); •Understand and describe some of the things that people are capable of at these different stages. 	<p>My body, your body (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Identify which parts of our body are private •Explain that our genitals help us make babies when we are older •Understand that we mostly have the same body parts but how they look is different from person to person. 	<p>Respecting privacy (coramlifeeducation.org.uk)</p> <p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information.</p>	<p>Basic first aid (coramlifeeducation.org.uk)</p>	
YR 3	<p>Relationship tree (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with. 	<p>Body space (coramlifeeducation.org.uk)</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow</p>	<p>Secret or surprise? (coramlifeeducation.org.uk)</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises</p>	<p>My changing body (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods 	<p>My changing body (coramlifeeducation.org.uk)</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p>	<p>Basic first aid (coramlifeeducation.org.uk)</p>	



		<p>someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p>	<p>and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>are a normal part of puberty.</p>	<p>Understand that for girls, periods are a normal part of puberty.</p>	
YR 4	<p>Moving house (coramlifeeducation.org.uk)</p> <p>Describe some of the changes that happen to people during their lives;</p> <ul style="list-style-type: none"> • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. 	<p>My feelings are all over the place! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Name some positive and negative feelings; • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. 	<p>All change! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. 	<p>Preparing for changes at puberty (formerly Period positive/preparing for periods) (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope 	<p>Secret or surprise? (coramlifeeducation.org.uk)</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <ul style="list-style-type: none"> • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel 	<p>Together (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.



				better with periods.	uncomfortable or unsafe.		
YR 5	<p>How are they feeling? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. 	<p>Taking notice of our feelings (coramlifeeducation.org.uk)</p> <p>Identify people who can be trusted;</p> <ul style="list-style-type: none"> • Describe strategies for dealing with situations in which they would feel uncomfortable. 	<p>Changing bodies and feelings (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. 	<p>Growing up and changing bodies (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. 	<p>Help! I'm a teenager - get me out of here! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	<p>Dear Ash (coramlifeeducation.org.uk)</p> <p>Explain the difference between a safe and an unsafe secret;</p> <ul style="list-style-type: none"> • Identify situations where someone might need to break a confidence in order to keep someone safe. <p>Stop, start, stereotypes (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying 	



						behaviours can be stopped.	
YR 6	<p>Helpful or unhelpful? Managing change (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change. 	<p>I look great! (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks. 	<p>Media manipulation (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people. 	<p>Is this normal? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty; •Understand what FGM is and that it is an illegal practice in this country; •Know where someone could get support if they were concerned about their own or another person's safety. 	<p>Making babies (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby; •Know the legal age of consent and what it means. 	<p>What is HIV? (coramlifeeducation.org.uk)</p> <ul style="list-style-type: none"> •Explain how HIV affects the body's immune system; •Understand that HIV is difficult to transmit; •Know how a person can protect themselves from HIV 	



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