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|  | **Autumn 1**  **Being me in my world** | **Autumn2**  **Celebrating difference** | **Spring:**  **Dreams and goals** | **Summer:**  **Healthy me** |
| **EYFS** | Self-Identity, Understanding feelings, being in a classroom, being gentle, rights and responsibilities | Identifying talents, being special, families, where we live, making friends, standing up for yourself | Challenges, perseverance, goal setting, overcoming obstacles, seeking help, jobs, achieving goals | Exercising bodies, physical activity, healthy food, sleep, keeping clean, safety |
| **Year 1** | Feeling special and safe, being part of a class, rights and responsibilities, rewards and feeling proud, consequences, owning the learning charter, | Similarities and differences, understanding bullying and knowing how to deal with it, making new friends, celebrating the differences in everyone | Setting goals, identifying success and achievements, learning styles, working well and celebrating achievement with a partner, tackling new challenges, identifying and overcoming obstacles, feelings of success. | Keeping myself healthy, healthier lifestyle choices, keeping clean, being safe, medicine safety/safety with household items, road safety, linking health and happiness |
| **Year 2** | Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning environment, valuing contributions, choices, recognising feelings | Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating difference and remaining friends | Achieving realistic goals, perseverance, learning strengths, learning with others, group co-operation, contributing to and sharing success. | Motivation, healthier choices, relaxation, healthy eating and nutrition, healthier snacks and sharing food. |
| **Year 3** | Setting personal goals, self-identity and worth, positivity in challenges, rules, rights and responsibilities, rewards and consequences, responsible choices, seeing from others’ perspectives | Families and their differences, family conflict and how to manage it (child-centered), witnessing bullying and how to solve it, recognising how words can be hurtful, giving and receiving compliments. | Difficult challenges and achieving success, dreams and ambitions, new challenges, motivation and enthusiasm, recognising and trying to overcome obstacles, evaluating learning processes, managing feelings, simple budgeting. | Exercise, fitness challenges, food labelling and healthy swaps, attitudes towards drugs, keeping safe and why it’s important online and off line scenarios, respect for myself and others, healthy and safe choices |
| **Year 4** | Being part of a class team, being a school citizen, rights, responsibilities and democracy (school council), rewards and consequences, group decision making, having a voice, what motivates behaviour | Challenging assumptions, judging by appearance, accepting self and others, understanding influences, understanding bullying, problem solving, identifying how special and unique everyone is, first impressions | Hopes and dreams, overcoming disappointment, creating new, realistic dreams, achieving goals, working in a group, celebrating contributions, resilience, positive attitudes | Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, celebrating inner strength |
| **Year 5** | Planning for the forthcoming year, being a citizen, rights and responsibilities, rewards and consequences, how behaviour affects groups, democracy, having a voice, participating. | Cultural differences and how they can cause conflict, racism, rumours and name calling, types of bullying, material wealth and happiness, enjoying and respecting other cultures | Future dreams, the importance of money, jobs and careers, dream job and how to get there, goals in different cultures, supporting others (charity), motivation | Smoking, including vaping, alcohol, alcohol and anti-social behaviour, emergency aid, body image, relationships with food, healthy choices, motivation and behaviour |
| **Year 6** | Identifying goals for the year, global citizenship, children’s universal rights, feeling welcomed and valued, choices, consequences and rewards, group dynamics, democracy, having a voice, anti-social behaviour, role-modelling | Perceptions of normality, understanding disability, power struggles, understanding bullying, inclusion/exclusion, differences as conflict, difference as celebration, empathy | Personal learning goals in and out of school, success criteria, emotions in success, making a difference in the world, motivation, recognising achievements, compliments | Taking personal responsibility, how substances affect the body, exploitation including ‘county lines’ and gang culture, emotional and mental health, managing stress |