

Health and Well-being and E-safety objectives

	Emotions	Relationships	Safety and Risks	Body and Hygiene	Health	Enterprise
<b>FS2</b>	<ul style="list-style-type: none"> <li>To recognise how their behaviour affects others.</li> <li>That people's bodies and feelings can be hurt.</li> <li>Understand that people and other living things have needs and that they have responsibilities to meet them (being able to take turns, share and return things when they are borrowed).</li> </ul>	<ul style="list-style-type: none"> <li>To identify their special people, what makes them special and how special people should care for one another.</li> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</li> <li>That they belong to various groups and communities such as family and school.</li> </ul>	<ul style="list-style-type: none"> <li>Rules for and ways of keeping physically and emotionally safe (road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises)</li> <li>To recognise that they share a responsibility for keeping themselves and others safe, when to say 'no', 'yes', 'I'll ask' and 'I'll tell'</li> <li>About good and not so good feelings and managing these feelings (link to risk taking)</li> </ul>	<ul style="list-style-type: none"> <li>About the process of growing from young to old and how their needs change.</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that money comes from different sources and can be used for different purposes including saving and spending.</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>The differences between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</li> <li>To communicate their feelings to others, to recognise how others show their feelings and how to respond.</li> <li>To help construct, and agree to follow, group and class rules and to understand how these rules help</li> </ul>	<ul style="list-style-type: none"> <li>To identify and respect the differences and similarities between people.</li> <li>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people look after them</li> <li><b>To judge what kind of physical contact is acceptable,</b></li> </ul>	<ul style="list-style-type: none"> <li>Rules for and ways of keeping physically and emotionally safe (road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises)</li> <li>Understand that household products, including medicines, can be harmful if not used properly.</li> <li>To recognise that they share a responsibility for</li> </ul>	<ul style="list-style-type: none"> <li>The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</li> <li>The importance of how to maintain personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that money comes from different sources and can be used for different purposes including saving and spending.</li> </ul>

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	them.	<i>comfortable, unacceptable and uncomfortable and how to respond.</i>	<p>keeping themselves and others safe, when to say 'no', 'yes', 'I'll ask' and 'I'll tell'</p> <ul style="list-style-type: none"> <li>To recognise what they like and dislike, <i>how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i></li> </ul>			
<b>Y2</b>	<ul style="list-style-type: none"> <li>To recognise what is fair and unfair, kind and unkind, what it right and wrong.</li> <li>To share their opinion on things that matter to them and explain their views through discussions with one another.</li> <li>How to contribute to the life of the classroom.</li> <li>What improves and harms their local environment and some of the ways people look after them.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are different types of bullying and teasing, that they are wrong and unacceptable.</li> <li>How to resist teasing or bullying, if they experience or witness it, whom and how to get help.</li> <li>To offer constructive support and feedback to others.</li> </ul>	<ul style="list-style-type: none"> <li>Rules for and ways of keeping physically and emotionally safe (road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises)</li> <li>To recognise that they share a responsibility for keeping themselves and others safe, when to say 'no', 'yes', 'I'll ask' and 'I'll tell'</li> <li>To think about themselves, <i>to learn from their experiences</i>, to recognise and celebrate their strengths and set simple challenging goals.</li> </ul>	<ul style="list-style-type: none"> <li>About growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role money plays in our lives including how to manage their money, keep it safe, choices about spending money and what influences their choices.</li> </ul>

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<p><b>Y3</b></p>	<ul style="list-style-type: none"> <li>• Understand about change (transition between key stages)</li> <li>• To deepen their understanding of good and not so good feelings, to extend their vocabulary to explain the range and intensity of the feelings.</li> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> </ul>	<ul style="list-style-type: none"> <li>• About people who are responsible for helping them stay healthy and safe and ways that they can help these people.</li> <li>• To be aware of different types of relationships, including those between friends, family, civil partners and marriage.</li> <li>• That their actions affect themselves and others.</li> <li>• To judge what kind of physical contact is acceptable, unacceptable and how to respond.</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• To differentiate between the terms, 'risk', 'danger' and 'hazard'.</li> <li>• School rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>• Strategies for keeping physically and emotionally safe (road safety and safety online)</li> <li>• Understand the importance of protecting personal information, including passwords, addresses and images.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</li> <li>• Understand about enterprise and what makes someone enterprising.</li> </ul>
<p><b>Y4</b></p>	<ul style="list-style-type: none"> <li>• Recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them.</li> <li>• To recognise and manage 'dares'.</li> <li>• To recognise why and how rules and laws that protect themselves and others are enforced, why different rules are needed in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise what constitutes a positive, healthy relationship.</li> <li>• Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> <li>• To realise the consequences of anti-social and</li> </ul>	<ul style="list-style-type: none"> <li>• How to make informed choices (recognising that choices have positive, negative and neutral consequences) and begin to understand the concept of a balanced lifestyle.</li> <li>• Strategies for keeping physically and emotionally safe (road safety and safety online)</li> <li>• Understand the importance of</li> </ul>	<ul style="list-style-type: none"> <li>• How their body will change as they approach and move through puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• What is meant by the term 'habit' and why habits can be hard to change.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</li> <li>• Understand about enterprise and what makes someone enterprising.</li> </ul>

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	and how to take part in making and changing rules.	<p>bullying behaviours on individuals and communities.</p> <ul style="list-style-type: none"> <li>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> <li>To think about the lives of people living in other places, and people with different values and customs.</li> </ul>	protecting personal information, including passwords, addresses and images.			
<b>Y5</b>	<ul style="list-style-type: none"> <li>What positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>To research, discuss and debate topical issues, problems and events concerning health and well-being and offer their recommendations to appropriate people.</li> </ul>	<ul style="list-style-type: none"> <li>To develop the skills to develop and maintain positive and healthy relationships.</li> <li>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try and see, respect and if necessary constructively challenge their points of view.</li> <li>That differences and similarities between people arise from a number of factors, including family, culture, ethnicity, racial, religious</li> </ul>	<ul style="list-style-type: none"> <li>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and use this as an opportunity to build resilience.</li> <li>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>Strategies for keeping physically and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>How their body will change as they approach and move through puberty.</li> </ul>	<ul style="list-style-type: none"> <li>Which, why and how commonly available drugs and substances (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</li> </ul>	<ul style="list-style-type: none"> <li>What being part of a community means, and about the varied institutions that support communities locally and nationally.</li> <li>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> <li>Understand about enterprise and what makes someone enterprising.</li> </ul>

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		<p>diversity, age, sex, gender identity, sexual orientation, and disability.</p> <ul style="list-style-type: none"> <li>To recognise and challenge stereotypes.</li> <li>To recognise the role of community, voluntary and pressure groups, especially in relation to health and well-being.</li> </ul>	<p>safe (social media and mobile phones)</p>			
<b>Y6</b>	<ul style="list-style-type: none"> <li>Understand about change (transition between key stages), loss, separation, divorce and bereavement.</li> <li>To reflect and celebrate their achievements, identify areas of strength, areas for improvement, set high aspirations and goals.</li> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>To research, discuss and debate topical issues, problems and events concerning health and well-</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively towards shared goals.</li> <li>To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>That differences and similarities between people arise from a number of factors, including family, culture, ethnicity, racial, religious diversity, age, sex, gender identity, sexual orientation, and disability.</li> <li>To recognise and challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise their increased independence brings increased responsibility to keep themselves and others safe.</li> <li>That pressure to behave in an unacceptable, unhealthy and risky way can come from a variety of sources, including people they know and the media.</li> <li>Strategies for keeping physically and emotionally safe (social media and mobile phones)</li> </ul>	<ul style="list-style-type: none"> <li>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>Understand about human reproduction, including conception (and how this can be prevented)</li> </ul>	<ul style="list-style-type: none"> <li>Which, why and how commonly available drugs and substances (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'.</li> <li>Understand about enterprise and what makes someone enterprising.</li> <li>To explore and critique how the media present information.</li> </ul>

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