



Topic area	F.S	Year 1	Year 2	Year 3
<p><b>Health and Well Being:</b></p> <p><b>Mental well-being</b></p> <p><b>Physical health and fitness</b></p> <p><b>Healthy eating</b></p> <p><b>Health and prevention</b></p>	<ul style="list-style-type: none"> <li>*Children can tell adults when hungry or tired or when they want to rest or play.</li> <li>*Children observe the effects of activity on their bodies.</li> <li>*Children gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>*Children can usually manage washing and drying hands.</li> <li>*Children dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> <li>*Children eat a healthy range of foodstuffs and understands need for variety in food.</li> <li>*Children are usually dry and clean during the day.</li> <li>*Children show some understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health.</li> </ul>	<ul style="list-style-type: none"> <li>*what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> <li>*to recognise what they like and dislike, 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.</li> <li>*the importance of, and how to, maintain personal hygiene.</li> <li>*about the process of growing from young to old and how people's needs change.</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.</li> <li>*what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</li> </ul>	<ul style="list-style-type: none"> <li>*to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>*about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</li> <li>*about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</li> <li>*how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</li> <li>*about growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>*the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</li> <li>*about the ways that pupils can help the people who look after them to more easily protect them</li> </ul>	<ul style="list-style-type: none"> <li>*Use Of Derbyshire PHSE Matters SOW</li> </ul>

<p><b>Relationships:</b></p> <p><b>Families</b></p> <p><b>Friendships</b></p> <p><b>Respect</b></p>	<ul style="list-style-type: none"> <li>*Children listen and respond to ideas expressed by others in conversation or discussion.</li> <li>*Children understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>*Children are aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>*Children are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>*Children are aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>*Children increasingly accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>*Children can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>*Children can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>*that families are important for children growing up because they can give love, security and stability.</li> <li>*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.</li> <li>*to communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>*to recognise that their behaviour can affect other people.</li> <li>*to recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>*to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>*to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> <li>*to identify and respect the differences and similarities between people.</li> <li>*to identify their special people (family, friends, carers), 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</li> </ul>	<ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from.</li> <li>*the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li> <li>*to offer constructive support and feedback to others.</li> <li>*to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</li> <li>*strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> </ul>	
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<b>Relationships Ctd.</b>	<p>*Children can describe self in positive terms and talk about abilities.</p>	<p>and how to respond (including who to tell and how to tell them).          *that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).          *to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>		
<b>Living in the wider world</b>	<p>*Children show interest in the lives of people who are familiar to them.          *Children remember and talk about significant events in their own experience.          *Children recognise and describes special times or events for family or friends.          *Children show interest in different occupations and ways of life.          *Children know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>*how they can contribute to the life of the classroom and school.          *to help construct, and agree to follow, group, class and school rules and to understand how these rules help them.          *ways in which they are all unique; understand that there has never been and will never be another 'them'.</p>	<p>*that they belong to different groups and communities such as family and school.          *what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).          *ways in which we are the same as all other people; what we have in common with everyone else.          *about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	
<b>Economic well-being and careers education</b>	<p>*Children are beginning to use everyday language related to money.</p>	<p>*that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p>	<p>*about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	

<p><b>Education for personal safety</b></p>	<p>*Children show understanding of the need for safety when tackling new challenges, and considers and manages some risks.          *Children show understanding of how to transport and store equipment safely.          *Children practice some appropriate safety measures without direct supervision.</p>	<p>*to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p>	<p>*that household products, including medicines, can be harmful if not used properly.          *rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p>	
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