
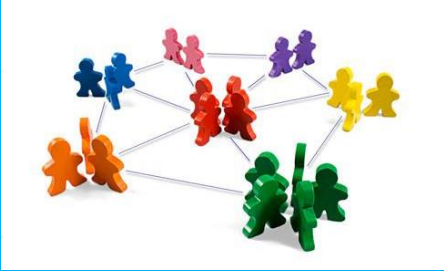



***Our Wellbeing Curriculum will nurture self-aware citizens who are confident in managing their emotions, both positive and negative; are a responsible member of both the local and global community; develop the emotional intelligence to be sensitive and empathetic to the feelings of others; and understand the role they play in their own physical and mental health.***

**WELLBEING: Concepts Overview**

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the **N.C. subject aims**. This overview is taken from the PSHE Association Scheme of Work, which is based on the government’s RSE policy and considered elements of good PSHE practise. At Ridgeway we will call this Wellbeing. There are three main threads or concepts in Wellbeing:

Concept 1	Concept 2	Concept 3
<p><b>Health and Wellbeing</b></p> 	<p><b>Relationships</b></p> 	<p><b>Living in the Wider World</b></p> 
<ul style="list-style-type: none"> <li>• children understand how to look after their physical and mental health</li> <li>• children know what impacts on mental and physical health</li> <li>• children know how to improve or seek support with their physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>• children understand that there are different types of relationships</li> <li>• children develop skills needed for successful relationships</li> <li>• children understand what can go wrong in relationships and where to seek support with this</li> </ul>	<ul style="list-style-type: none"> <li>• children understand their responsibility to others</li> <li>• children understand how their actions impact on others</li> <li>• children begin to develop an idea of concepts in money</li> <li>• children know how they can impact on the environment</li> <li>• children understand their responsibilities to others in the real and online world</li> </ul>

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## WELLBEING: Concept Milestones

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the N.C. subject content. This overview is taken from the PHSE Association Scheme of Work, which is based on the government’s RSE policy and considered elements of good PHSE practise

	<b>Concept 1: Health and Wellbeing</b>	<b>Concept 2: Relationships</b>	<b>Concept 3: Living in the Wider World</b>
<b>Milestone 1 (EYFS)</b>	<ul style="list-style-type: none"> <li>• To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>• To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• To work and play cooperatively and take turns with others</li> <li>• To form positive attachments to adults and friendships with peers</li> <li>• To show sensitivity to their own and to others’ needs.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about the lives of the people around them and their roles in society</li> <li>• To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• To explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>
<b>Milestone 2 (Yr 1/2)</b>	<ul style="list-style-type: none"> <li>• To know how to keep healthy; about hygiene; about medicines and people who help us with our health</li> <li>• To know about keeping safe and who helps us to do that</li> <li>• To know how to keep safe by recognising risk and knowing rules</li> <li>• To know how to keep healthy by eating, drinking, playing and sleeping</li> <li>• To recognise feelings and moods</li> <li>• To recognise there are times of change, including loss, bereavement and growing up</li> </ul>	<ul style="list-style-type: none"> <li>• To know about ourselves and others; our similarities and differences; what makes us individuals and the main parts of our bodies.</li> <li>• To know about ourselves and others; who the people are who care for us; features of groups we belong to; features of, and similarities and differences between families</li> <li>• To understand what friendship means; recognise when we are feeling lonely and be able to manage arguments</li> <li>• To understand how behaviour, words and actions affect others; know what bullying is and understand what respect for others means</li> </ul>	<ul style="list-style-type: none"> <li>• To know about money; making choices and how to identify needs and wants</li> <li>• To know about ourselves and others; the world around us; how to care for others and that we will grow and change</li> <li>• To know about people and their jobs; money and the role of the internet</li> </ul>

<b>Milestone 3 (Yr 3/4)</b>	<ul style="list-style-type: none"> <li>• To know how to keep safe; at home and school; in relation to our bodies; the role of hygiene; medicines and household products</li> <li>• To know how to be healthy through eating well and dental care</li> <li>• To know how to be healthy through keeping active and taking rest</li> <li>• To know about self-esteem: self-worth; personal qualities; goal setting and how to manage set backs</li> <li>• To know about feelings and emotions, how to express feelings and how they impact on behaviour</li> <li>• To know about keeping safe when out and about; recognising and managing risk</li> </ul>	<ul style="list-style-type: none"> <li>• To know about friendship; making positive friendships; managing loneliness and dealing with arguments</li> <li>• To know about families; family life and caring for each other</li> <li>• To show respect for ourselves and others; to know courteous behaviour and about safety and human rights</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the concept of community; belonging to groups; similarities and differences and respect for others</li> <li>• To know about careers; aspirations; role models and to be able to think about the future</li> <li>• To care for others; the environment; people and animals</li> <li>• To know about shared responsibilities, making choices and decisions</li> </ul>
<b>Milestone 4 (Yr 5/6)</b>	<ul style="list-style-type: none"> <li>• To understand the concept of Identity; personal attributes and qualities; similarities and differences; individuality and stereotypes</li> <li>• To know basic first aid for accidents and how to deal with emergencies.</li> <li>• To know about growing and changing, including puberty and reproduction</li> <li>• To know about drugs, alcohol and tobacco and about healthy habits</li> <li>• To know how to look after ourselves; to understand about growing up and becoming independent and the need to take more responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• To know about different friendships and relationships;</li> <li>• To know about becoming more independent</li> <li>• To know about online safety and the concept of risk online</li> <li>• To know about different types of relationships, how we change and grow; adulthood, independence and moving to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• To know about money; how to make decisions with money; spending and saving</li> <li>• To know about media literacy and digital resilience; influences and decision-making and online safety</li> </ul>

**WELLBEING: Concept Long Term Overview**

**Health and Wellbeing**

**Relationships**

**Living in the Wider World**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What can we do with money?	What helps us stay healthy?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	How can we manage our feelings?	How can our choices make a difference to others and the environment?	What strengths, skills and interests do we have?	How can we manage risk in different places?	How do we treat each other with respect?	What jobs would we like?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How will we grow and change?	How can friends communicate safely?	How can drugs common to everyday life affect health?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

**WELLBEING Learning**  
**Nursery**

**EYFS Framework Links:** Personal Social and Emotional Development, Understanding the World

Concept	Milestone	Learning
<b>Concept 1: Health and Wellbeing</b>	<ol style="list-style-type: none"> <li>1. To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (SR ELG)</li> <li>2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (SR ELG)</li> <li>3. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (MS ELG)</li> <li>4. To be confident to try new activities and show independence, resilience and perseverance in the face of challenge (MS ELG)</li> </ol>	<ol style="list-style-type: none"> <li>a) Talk about their feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’.</li> <li>b) Begin to understand how others might be feeling.</li> <li>c) Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants</li> <li>d) Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>e) <i>Be able to wait short periods of time for a turn</i></li> <li>f) <i>To begin to recognise their own needs e.g. for the toilet, drink, food, whether they are hot or cold and with support, act on those needs</i></li> <li>g) Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ol>
<b>Concept 2: Relationships</b>	<ol style="list-style-type: none"> <li>1. To explain the reasons for rules, know right from wrong and try to behave accordingly (MS ELG)</li> <li>2. To work and play cooperatively and take turns with others (BR ELG)</li> <li>3. To form positive attachments to adults and friendships with peers (BR ELG)</li> <li>4. To show sensitivity to their own and to others’ needs. (BR ELG)</li> </ol>	<ol style="list-style-type: none"> <li>a) Increasingly follow rules, understanding why they are important.</li> <li>b) Do not always need an adult to remind them of a rule.</li> <li>c) Develop their sense of responsibility and membership of a community.</li> <li>d) Show more confidence in new social situations.</li> <li>e) Play with one or more other children, extending and elaborating play ideas.</li> <li>f) Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions</li> <li>g) Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>h) Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>i) Help to find solutions to conflicts and rivalries.</li> <li>j) Talk with others to solve conflicts.</li> <li>k) Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play</li> </ol>
<b>Concept 3: Living in the Wider World</b>	<ol style="list-style-type: none"> <li>1. To talk about the lives of the people around them and their roles in society</li> <li>2. To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ol>	<ol style="list-style-type: none"> <li>a) Show interest in different occupations and ways of life.</li> <li>b) Continue to develop positive attitudes about the differences between people.</li> <li>c) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>d) Shows interest in the lives of people who are familiar to them</li> </ol>

Concept	Milestone	Learning
	<p>3. To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>4. To explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>5. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>e) Enjoys joining in with family customs and routines</p> <p>f) Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>g) Shows care and concern for living things and the environment</p> <p>h) Begin to understand the effect their behaviour can have on the environment</p>

**WELLBEING Learning**  
**Reception**

**EYFS Framework Links:** Personal Social and Emotional Development, Understanding the World

Concept	Milestone	Learning
<b>Concept 1: Health and Wellbeing</b>	<ol style="list-style-type: none"> <li>1. To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>3. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>4. To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ol>	<ol style="list-style-type: none"> <li>a) See themselves as a valuable individual</li> <li>b) Express their feelings and consider the feelings of others.</li> <li>c) Identify and moderate their own feelings socially and emotionally.</li> <li>d) Understands their own and other people’s feelings, offering empathy and comfort</li> <li>e) Talks about their own and others’ feelings and behaviour and its consequences</li> <li>f) Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>g) Is more-able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>h) Seeks support, “emotional refuelling” and practical help in new or challenging situations.</li> <li>i) Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>j) Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> <li>k) To be able to recognise when they need to go to the toilet, ask to go and use facilities independently.</li> <li>l) To understand the importance of regular handwashing</li> <li>m) To identify when they are hungry or thirsty and independently access fruit/drinks</li> <li>n) To be able to put on and take off own clothes independently e.g. coats, shoes, wellies, jumper/cardigan</li> <li>o) Show resilience and perseverance in the face of challenge</li> <li>p) Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>q) Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>r) Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> </ol>
<b>Concept 2: Relationships</b>	<ol style="list-style-type: none"> <li>1. To explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>2. To work and play cooperatively and take turns with others</li> <li>3. To form positive attachments to adults and friendships with peers</li> <li>4. To show sensitivity to their own and to others’ needs.</li> </ol>	<ol style="list-style-type: none"> <li>a) Build constructive and respectful relationships.</li> <li>b) Think about the perspectives of others.</li> <li>c) Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>d) Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking</li> <li>e) Is increasingly flexible and cooperative as they are more-able to understand other people’s needs, wants and behaviours</li> <li>f) Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>g) Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> </ol>



Concept	Milestone	Learning
<b>Concept 3: Living in the Wider World</b>		h) Is proactive in seeking adult support and able to articulate their wants and needs
	1. To talk about the lives of the people around them and their roles in society 2. To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 3. To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 4. To explore the natural world around them, making observations and drawing pictures of animals and plants 5. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	a) Talk about members of their family and community, the roles they play and jobs they do b) Talk about the features of their own immediate environment and how environments might vary from one another c) Recognises that they belong to different communities and social groups and communicates freely about own home and community d) Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination e) Recognise that they are able to make choices not based on traditional gender roles/assumptions f) Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group g) Recognise that people have different beliefs and celebrate special times in different ways. h) Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions i) Explore the natural world around them, describing what they see, hear and feel j) <i>Understand the importance of caring for living things and the environment</i> k) <i>Understand the effect their behaviour can have on the environment and make positive choices</i>

**WELLBEING Learning**

**Year 1**

Concepts	Milestones	Learning
<b>Concept 2: Relationships</b>	<b><u>Autumn 1</u></b>  1. To know about ourselves and others; our similarities and differences; what makes us individuals and the main parts of our bodies.	a) To know how their personal features or qualities are unique to them b) To know how they are similar or different to others, and what they have in common c) To know what they like/dislike and are good at d) To know what makes them special and how everyone has different strengths e) To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
<b>Concept 2: Relationships</b>	<b><u>Autumn 2</u></b>  1. To know about ourselves and others; who the people are who care for us; features of groups we belong to; features of, and similarities and differences between families	a) To understand that family is one of the groups they belong to, as well as, for example, school, friends, clubs b) To know about the different people in their family / those that love and care for them c) To know what their family members, or people that are special to them, do to make them feel loved and cared for d) To understand how families are all different but share common features – what is the same and different about them e) To know about different features of family life, including what families do/ enjoy together f) To understand that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
<b>Concept 3: Living in the Wider World</b>	<b><u>Spring 1</u></b>  1. To know about money; making choices and how to identify needs and wants	a) To know what money is - that money comes in different forms b) To know how money is obtained (e.g. earned, won, borrowed, presents) c) To know how to keep money safe and the different ways of doing this d) To know how people make choices about what to do with money, including spending and saving e) To understand the difference between needs and wants - that people may not always be able to have the things they want
<b>Concept 1: Health and Wellbeing</b>	<b><u>Spring 2</u></b>  1. To know how to keep healthy; about hygiene; about medicines and people who help us with our health	a) To know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) b) To understand that things people put into or onto their bodies can affect how they feel c) To understand how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
<b>Concept 1: Health and Wellbeing</b>	<b><u>Summer 1</u></b>  1. To know about keeping safe and who helps us to do that	a) To know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people b) To know who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say c) To know how to respond safely to adults they don’t know d) To know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard e) To know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what

Concepts	Milestones	Learning
		to say. f) To know how to get help if something happens online
<b>Concept 3: Living in the Wider World</b>	<b>Summer 2</b> 1. To know about ourselves and others; the world around us; how to care for others and that we will grow and change	a) To understand how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively b) To know the responsibilities they have in and out of the classroom c) To understand how people and animals need to be looked after and cared for d) To understand what can harm the local and global environment; how they and others can help care for it e) To know how people grow and change and how people's needs change as they grow from young to old f) To understand how to manage change when moving to a new class/year group

**WELLBEING Learning**

**Year 2**

Concepts	Milestones	Learning
<b>Concept 2: Relationships</b>	<b>Autumn 1</b> 1. To understand what friendship means; recognise when we are feeling lonely and be able to manage arguments	a) To know how to make friends with others b) To know how to recognise when they feel lonely and what they could do about it c) To know how people behave when they are being friendly and what makes a good friend d) To know how to resolve arguments that can occur in friendships e) To know how to ask for help if a friendship is making them unhappy
<b>Concept 2: Relationships</b>	<b>Autumn 2</b> 1. To understand how behaviour, words and actions affect others; know what bullying is and understand what respect for others means	a) To understand how words and actions can affect how people feel b) To know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe c) To understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable d) To know how to respond if this happens in different situations e) To know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
<b>Concept 3: Living in the Wider World</b>	<b>Spring 1</b> 1. To know about people and their jobs; money and the role of the internet	a) To know how jobs help people earn money to pay for things they need and want b) To know about a range of different jobs, including those done by people they know or people who work in their community c) To understand how people have different strengths and interests that enable them to do different jobs d) To understand how people use the internet and digital devices in their jobs and everyday life e) To understand how neurodiversity, disability, gender and race may impact on people's perceptions of what jobs those groups can do
<b>Concept 1: Health and Wellbeing</b>	<b>Spring 2</b> 1. To know how to keep safe by recognising risk and knowing rules	a) To understand how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) b) To know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them c) To know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets d) To understand how not everything they see online is true or trustworthy and that people can pretend to be someone they are not e) To know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them f) To know that adverts/media can present biased messages and how to look at them critically.

Concepts	Milestones	Learning
<b>Concept 1: Health and Wellbeing</b>	<b>Summer 1</b> 1. To know how to keep healthy by eating, drinking, playing and sleeping	a) To know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest b) To know how to be physically active and how much rest and sleep they should have everyday c) To know that there are different ways to learn and play; how to know when to take a break from screen-time d) To understand how sunshine helps bodies to grow and how to keep safe and well in the sun
<b>Concept 1: Health and Wellbeing</b>	<b>Summer 2</b> 1. To recognise feelings and moods 2. To recognise there are times of change, including loss, bereavement and growing up	a) To know how to recognise, name and describe a range of feelings b) To know what helps them to feel good, or better if not feeling good c) To understand how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) d) To understand how feelings can affect people in their bodies and their behaviour e) To know ways to manage big feelings and the importance of sharing their feelings with someone they trust f) To know how to recognise when they might need help with feelings and how to ask for help when they need it

**WELLBEING Learning**  
**Year 3**

Concepts	Milestones	Learning
<b>Concept 2: Relationships</b>	<b>Autumn 1</b> 1. To know about friendship; making positive friendships; managing loneliness and dealing with arguments	<ul style="list-style-type: none"> <li>a) To know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>b) To know how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>c) To know how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>d) To understand that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>e) To understand how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>
<b>Concept 1: Health and Wellbeing</b>	<b>Autumn 2</b> 1. To know how to keep safe; at home and school; in relation to our bodies; the role of hygiene; medicines and household products	<ul style="list-style-type: none"> <li>a) To know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>b) To know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>c) To understand that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>d) To understand how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>e) To understand how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>f) To know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes,</li> <li>g) To know what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>
<b>Concept 2: Relationships</b>	<b>Spring 1</b> 1. To know about families; family life and caring for each other	<ul style="list-style-type: none"> <li>a) To understand how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>b) To understand how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>c) To understand how people within families should care for each other and the different ways they demonstrate this</li> <li>d) To know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>
<b>Concept 3: Living in the Wider World</b>	<b>Spring 2</b> 1. To understand the concept of community; belonging to groups; similarities and differences and respect for others	<ul style="list-style-type: none"> <li>a) To understand how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>b) To understand what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>c) To understand how the community helps everyone to feel included and values the different contributions that people make</li> <li>d) To know how to be respectful towards people who may live differently to them</li> </ul>

Concepts	Milestones	Learning
<b>Concept 1: Health and Wellbeing</b>	<b>Summer 1</b> 1. To know how to be healthy through eating well and dental care	<ul style="list-style-type: none"> <li>a) To know how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>b) To know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>c) To understand how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>d) To understand how people make choices about what to eat and drink, including who or what influences these</li> <li>e) To understand how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>
<b>Concept 1: Health and Wellbeing</b>	<b>Summer 2</b> 1. To know how to be healthy through keeping active and taking rest	<ul style="list-style-type: none"> <li>a) To understand how regular physical activity benefits bodies and feelings</li> <li>b) To know how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>c) To know how to make choices about physical activity, including what and who influences decisions</li> <li>d) To understand how the lack of physical activity can affect health and wellbeing</li> <li>e) To understand how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>f) To know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>

**WELLBEING Learning**

**Year 4**

Concepts	Milestones	Learning
<b>Concept 1: Health and Wellbeing</b>	<b>Autumn 1</b> 1. know about feelings and emotions, how to express feelings and how they impact on behaviour	<ul style="list-style-type: none"> <li>a) To know how everyday things can affect feelings</li> <li>b) To understand how feelings change over time and can be experienced at different levels of intensity</li> <li>c) To understand the importance of expressing feelings and how they can be expressed in different ways</li> <li>d) To know how to respond proportionately to, and manage, feelings in different circumstances</li> <li>e) To know ways of managing feelings at times of loss, grief and change</li> <li>f) To know how to access advice and support to help manage their own or others' feelings</li> </ul>
<b>Concept 3: Living in the Wider World</b>	<b>Autumn 2</b> 1. To care for others; the environment; people and animals 2. To know about shared responsibilities, making choices and decisions	<ul style="list-style-type: none"> <li>a) To understand how people have a shared responsibility to help protect the world around them</li> <li>b) To understand how everyday choices can affect the environment</li> <li>c) To know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>d) To possess the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>e) To know how to show care and concern for others (people and animals)</li> <li>f) To know how to carry out personal responsibilities in a caring and compassionate way</li> </ul>
<b>Concept 1: Health and Wellbeing</b>	<b>Spring 1</b> 1. To know about self-esteem: self-worth; personal qualities; goal setting and how to manage set backs	<ul style="list-style-type: none"> <li>a) To know how to recognise personal qualities and individuality</li> <li>b) To develop self-worth by identifying positive things about themselves and their achievements</li> <li>c) To understand how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>d) To know how to set goals for themselves</li> <li>e) To understand how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>
<b>Concept 1: Health and Wellbeing</b>	<b>Spring 2</b> 1. To know about keeping safe when out and about; recognising and managing risk	<ul style="list-style-type: none"> <li>a) To know how to recognise, predict, assess and manage risk in different situations</li> <li>b) To know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>c) To understand how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>d) To understand how people's online actions can impact on other people</li> <li>e) To know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>f) To know how to report concerns, including about inappropriate online content and contact</li> <li>g) To understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> <li>h) To know that the above can all be applied to our in-person relationships as well as our online interactions</li> <li>i) To know that the media/advertising has methods to persuade us to buy or do certain things and that care should be taken to carefully evaluate the content of media articles and adverts.</li> </ul>



Concepts	Milestones	Learning
<b>Concept 2:</b> <b>Relationships</b>	<u>Summer 1</u> 1. To show respect for ourselves and others; to know courteous behaviour and about safety and human rights	a) To understand how people’s behaviour affects themselves and others, including online b) To understand how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return c) To know about the relationship between rights and responsibilities d) To understand the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) e) To know the rights that children have and why it is important to protect these f) To understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination g) To know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact and how to report concerns)
<b>Concept 3:</b> <b>Living in the Wider World</b>	<u>Summer 2</u> 1. To know about careers; aspirations; role models and to be able to think about the future	a) To know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime b) To know that some jobs are paid more than others and some may be voluntary (unpaid) c) To know about the skills, attributes, qualifications and training needed for different jobs d) To understand that there are different ways into jobs and careers, including college, apprenticeships and university e) To understand how people choose a career/job and what influences their decision, including skills, interests and pay f) To understand how to question and challenge stereotypes about the types of jobs people can do g) To understand how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions h) To know that money is essential to cover basic living costs

**WELLBEING Learning**

**Year 5**

Concepts	Milestones	Learning
<b>Concept 1: Health and Wellbeing</b>	<b>Autumn 1</b> 1. Understand the concept of Identity; personal attributes and qualities; similarities and differences; individuality and stereotypes	a) To know how to recognise and respect similarities and differences between people and what they have in common with others b) To understand that there are a range of factors that contribute to a person’s identity(e.g.ethnicity,family,faith, culture,gender,hobbies, likes/dislikes) c) To understand how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) d) To know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others e) To know how to challenge stereotypes and assumptions about others
<b>Concept 3: Living in the Wider World</b>	<b>Autumn 2</b> 1. To know about money; how to make decisions with money; spending and saving	a) To know how people make decisions about spending and saving money and what influences them b) To know how to keep track of money so people know how much they have to spend or save c) To know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) d) To know how to recognise what makes something ‘value for money’ and what this means to them e) To know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions
<b>Concept 1: Health and Wellbeing</b>	<b>Spring 1</b> 1. To know basic first aid for accidents and how to deal with emergencies.	a) To know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions b) To know that if someone has experienced a head injury, they should not be moved c) To know when it is appropriate to use first aid and the importance of seeking adult help d) To understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
<b>Concept 1: Health and Wellbeing</b>	<b>Spring 2</b> 1. To know about growing and changing, including puberty and reproduction	a) To know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams b) To know how puberty can affect emotions and feelings c) To know how personal hygiene routines change during puberty d) To know how to ask for advice and support about growing and changing and puberty e) To know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for

Concepts	Milestones	Learning
<b>Concept 2: Relationships</b>	<p><b>Summer 1</b></p> <ol style="list-style-type: none"> <li>1. To know about different friendships and relationships;</li> <li>2. To know about becoming more independent</li> <li>3. To know about online safety and the concept of risk online</li> </ol>	<ol style="list-style-type: none"> <li>a) To understand about the different types of relationships people have in their lives</li> <li>b) To understand how friends and family communicate together; how the internet and social media can be used positively</li> <li>c) To understand how knowing someone online differs from knowing someone face-to-face</li> <li>d) To know how to recognise risk in relation to friendships and keeping safe</li> <li>e) To know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>f) To know how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>g) To know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ol>
<b>Concept 1: Health and Wellbeing</b>	<p><b>Summer 2</b></p> <ol style="list-style-type: none"> <li>1. To know about drugs, alcohol and tobacco and about healthy habits</li> </ol>	<ol style="list-style-type: none"> <li>a) To know how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>b) To know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>c) To know how laws surrounding the use of drugs exist to protect them and others</li> <li>d) To understand why people choose to use or not use different drugs</li> <li>e) To understand how people can prevent or reduce the risks associated with them</li> <li>f) To understand that for some people, drug use can become a habit which is difficult to break</li> <li>g) To know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>h) To know how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ol>

**WELLBEING Learning**  
**Year 6**

Concepts	Milestones	Learning
<b>Concept 1: Health and Wellbeing</b>	<p><b>Autumn</b></p> <p>1. To know how to look after ourselves; to understand about growing up and becoming independent and the need to take more responsibility</p>	<p>a) To understand how mental and physical health are linked</p> <p>b) To understand how positive friendships and being involved in activities such as</p> <p>b) To understand how clubs and community groups support wellbeing</p> <p>c) To understand how to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> <li>• how to plan a healthy meal</li> <li>• how to stay physically active</li> <li>• how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>• how to benefit from and stay safe in the sun</li> <li>• how and why to balance time spent online with other activities</li> <li>• how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>• how to manage the influence of friends and family on health choices</li> </ul> <p>d) To understand that habits can be healthy or unhealthy; plus strategies to help</p> <p>e) To know how to change or break an unhealthy habit or take up a new healthy one</p> <p>f) To know how legal and illegal drugs (legal and illegal) can affect health (both physical and mental) and how to manage situations involving them</p> <p>g) To know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>h) To know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p> <p>i) To know that mental health difficulties can usually be resolved or managed with the right strategies and support</p> <p>j) <b>To know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.</b></p>
<b>Concept 3: Living in the Wider World</b>	<p><b>Spring</b></p> <p>1. To know about media literacy and digital resilience; influences and decision-making and online safety</p>	<p>a) To understand how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</p> <p>b) To understand that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>c) To understand that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>d) To understand how text and images can be manipulated or invented; strategies to recognise this</p> <p>e) To be able to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>f) To be able to recognise unsafe or suspicious content online and what to do about it</p> <p>g) To know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>h) To know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p>

Concepts	Milestones	Learning
		i) To know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue j) To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have k) To be able to discuss and debate what influences people's decisions, taking into consideration different viewpoints
<b>Concept 2: Relationships</b>	<u>Summer</u> 1. To know about different types of relationships, how we change and grow; adulthood, independence and moving to secondary school	a) To know that people have different kinds of relationships in their lives, including romantic or intimate relationships b) To know that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another c) To know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership d) To know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime e) To understand how growing up and becoming more independent comes with increased opportunities and responsibilities f) To understand how friendships may change as they grow and how to manage this g) To know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing