

Humankind		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Healthy Lifestyle</b>	State what constitutes a healthy lifestyle.	Explain how to maintain a healthy lifestyle.	Recognise opportunities to make choices about food and understand what might influence these choices.	Discuss the concept of a balanced lifestyle.	Explain how lifestyle choices can have a positive, neutral or negative impact on health.	Investigate the role of voluntary, community and pressure groups, especially in relation to health and well-being.
	<b>Setting Goals</b>	Identify strengths and set simple but challenging goals.	Recognise that people can reflect upon, and learn from, their experiences.	Identify personal goals and define achievements.	Outline aspirations and ways to achieve them.	Demonstrate how people can work collaboratively to achieve shared goals.	Understand the importance of facing new challenges to achieve a goal or an aspiration.
	<b>Personal Hygiene</b>	Recognise the importance of personal hygiene and how to maintain it.	Demonstrate how some diseases are spread and can be controlled.	Recognise that following simple routines can reduce the spread of bacteria and viruses.	Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene.	Understand the increased importance of personal hygiene during puberty.	Understand that bacteria, viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways.
	<b>Staying Safe</b>	Identify that some aspects of life should be kept private.	Recall rules for keeping physically and emotionally safe.	Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment.	Explain the importance of protecting personal information when online.	Discuss the responsible use of mobile phones.	Recognise and manage 'dares'.
	<b>Well-being</b>	Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life.	Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond.	Relate appropriately to a wide range of positive and negative feelings in others.	Identify which behaviours positively and negatively affect their physical, mental and emotional health, including what kind of physical contact is acceptable.	Explain how the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources.	Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes.
	<b>Unacceptable behaviour</b>	Recognise different types of teasing and bullying and that both types of behaviour are unacceptable.	Recall strategies that can be used to resist teasing or bullying and how to get help. Teasing and bullying are wrong.	Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome.	Describe how teasing and bullying can lead to trust issues, low self-esteem and self-worth, and that these feelings may persist over long periods of time.	Discuss bullying and abuse in all their forms and ways to ask for help.	Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
<b>Nature</b>	<b>Rights of others</b>	Recognise that people and other living things have rights.	Recognise that a person's behaviour can directly affect the rights of others.	Identify human rights and understand that they belong to everybody.	Discuss the consequences of breaching human rights.	Recognise that human rights can be 'absolute', 'limited' or 'qualified' in certain circumstances.	Explain where human rights came from and that there are laws to protect human rights in the UK.
<b>Creativity</b>	<b>Vocabulary</b>	Select vocabulary to describe feelings.	Discuss good and not so good feelings and develop simple strategies for managing feelings.	Explain the term 'habit' and recognise why habits are hard to change.	Describe the difference between the terms 'risk', 'danger' and 'hazard'.	Recognise the difference between the concepts of 'interest', 'loan', 'debt' and 'tax'.	Recognise the difference between, and the terms associated with sex, gender identity and sexual orientation.
	<b>Speaking, listening and sharing</b>	Listen to other people and play and work cooperatively.	Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.	Extend their vocabulary to explain the range and intensity of their feelings to others.	Interpret other people's feelings and try to understand, respect and constructively challenge others' points of view.	Choose appropriate strategies to resolve disputes and conflict.	Explain the benefits of giving and receiving constructive feedback and support.
<b>Change</b>	<b>Life changes</b>	Recognise that time moves forward, and changes happen over time.	Describe the effects of loss and change	Discuss how life changes can positively or negatively affect mental, emotional and physical health.	Recognise that separation or divorce can create a variety of life changes that can affect mental and emotional health.	Outline how the death of a person can affect all aspects of life and create acute feelings of grief.	Analyse and develop strategies to manage feelings during transition to secondary school.
	<b>Physical development</b>	Identify the stages people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.	Recognise the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls.	Describe how growing up provides life experiences that can teach valuable lessons.	Recognise that growing up brings increasing independence and responsibility.	Describe the physical and emotional changes associated with puberty.	Describe the changes that happen during reproduction and pregnancy.
<b>Materials</b>	<b>Consumers</b>	Recognise that household products, including medicines, can be harmful if not used properly.	Describe the role that money plays in people's lives, including how to keep it safe, choices about spending or saving money and what influences those choices.	Demonstrate the skills needed to succeed in enterprise education.	Examine the role money plays in the lives of children and adults today.	Explain how to manage money and the importance of being a critical consumer	Identify which commonly available substances and drugs (alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety.
<b>Significance</b>	<b>Relationships</b>	Identify ways that they can help the people who look after them to protect them more easily.	Recognise that they share responsibility for keeping themselves and others safe.	Demonstrate how they can help the people who are responsible for them to keep them healthy and safe.	Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support.	Recognise ways to manage requests for personal images or images of others.	Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.
	<b>Significant people</b>	Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.	Recognise that there are special people who work in the community, who are responsible for helping or protecting people and can be contacted if help is needed.	Define different types of relationship.	Demonstrate what constitutes a positive, healthy relationship.	Recognise that all people have personal boundaries and the right to privacy.	Identify what individuals are willing to share with people including friends, family, classmates and others.
<b>Comparison</b>	<b>Compare and contrast</b>	Identify the difference between surprises and secrets and recognise that some secrets shouldn't be kept.	Recognise what is fair and unfair, kind and unkind, right and wrong.	Discuss the concept of keeping something confidential or secret, when a secret should be kept and when it is right to 'break a confidence' or 'share a secret'.	Recognise that similarities and differences between people arise from several factors.	Recognise that similarities and differences between people arise from several factors.	Recognise how a town or city is enriched by the diversity of the people that live there.
<b>Place</b>	<b>Diversity</b>	Recognise that each person is unique and that there never has been and never will be another 'them'.	Identify the similarities and differences between people.	Identify the range of national, regional, religious and ethnic identities in the United Kingdom.	Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are of the legal age to make that commitment.	Recognise that forcing anyone to marry is a crime and that support is available to prevent forced marriage.	Recognise there are some cultural practices that are against British law and universal human rights, such as female genital mutilation (FGM).
	<b>Places in the world</b>	Describe how they can contribute to the life of the class and school.	Recognise that they belong to different communities.	Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities.	Predict and assess risks in different situations and decide how to manage risk. Recognise that marriage is a commitment freely entered into by two people, where each person makes promises that are legally binding, and that people can have committed relationships without going through a legal marriage or civil partnership ceremony.	Recognise how and why rules and laws that protect them and others are made and enforced.	Outline the universal human rights shared by all peoples and societies and recognise that children have special rights set out in the United Nations Convention on the Rights of the Child.
<b>Investigation</b>	<b>Issues, evidence and ideas</b>	Identify times when people are unkind and understand how to respond. People can be unkind sometimes.	Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community.	Demonstrate ways to resolve differences.	Demonstrate ways to resolve differences.	Debate topical issues, problems and events that are of concern to them as individuals and to society.	Recognise and challenge stereotypes.
	<b>Media</b>	Identify different types of media.	Recognise that the media can influence personal views, feelings and behaviour.	Discuss how advertising can influence personal views, feelings and behaviour.	Explain how images in the media and online do not always reflect reality and can affect how people feel about themselves.	Critique how the media presents information.	Explain how information contained in social media can misrepresent or mislead.
<b>Processes</b>	<b>Environment</b>	Recognise how people can improve or harm their local, natural and built environments.	Demonstrate the strategies and skills needed to care for their local, natural and built environments, including conserving energy.	Explain why people in different countries do not have access to the same resources, and how people with few resources are helped.	Describe how interrupted access to resources can affect individuals or communities.	Recognise that resources can be allocated in different ways and that this can affect individuals and communities.	Debate the advantages and disadvantages of globalisation.