

Communication

SKILLS: Relationships, Health & Wellbeing, Living in the Wider World

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Question</b>			What makes good communication? Related Concepts: listening; body language; talking about the range of emotions.	What makes good communication? Related Concepts: listening; speaking; sharing with adults.	What does good communication need? Related Concepts: body language; voice; judging appropriateness.	What does good communication need? Related Concepts: swearing; slang; appropriate; recognising own triggers; consequence.	Why is good communication important? Related Concepts: words; body language; respect; forms of communication (online etc.).	Why is good communication important? Related Concepts: bias; critical thinking; online communication.
<b>My Feelings</b>	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.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Express their feelings.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.	Identify and name some feelings.	Use specific vocabulary to communicate wants and needs.  Ask for help when feeling uncomfortable.		Use accurate and specific vocabulary to communicate wants and needs.	Evaluate, based upon audience, which form of communication is the most appropriate.	Listen and respond respectfully to a wide range of people including constructively challenging their point of view.  Build on the ideas of others.
<b>Other People's Feelings</b>	Begin to understand how others might be feeling.	Consider the feelings of others.  Think about the perspectives of others.	Use imagination to understand people's feelings.  Interpret some facial expressions.	Interpret facial expressions and begin to react appropriately.	Begin to interpret body language and react appropriately.	Recognise the consequences of bullying.  Identify triggers of an emotional reaction.	Other People's Feelings	
<b>Speaking and Listening</b>	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns.  Show more confidence in new social situations.  Develop appropriate ways of being assertive.	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.		Share ideas and opinions on important matters.	Listen and respond respectfully to the views of others.  Express views confidently and respectfully.	Confidently and respectfully share my views.	Use respectful language to communicate, especially during conflict.	
<b>Consequences</b>						Develop the ability to foresee consequences of actions.		
<b>The Media</b>								Critically evaluate a source of information for its reliability.  Identify bias in a piece of information.
<b>Vocabulary</b>			honest, pretend, opinion, confidence, viewpoint, likewise	implies, obvious, angle, attitude, emphasise, slant	contrast, promote, dispute, altercation, perspective, discourse	implies, emphasis, brief, discrimination, acknowledged, invoked	justify, facilitate, formulate, clarity, generate, evaluate	domain, rationale, incentive, author, mental, motivation



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Community	SKILLS: Relationships, Health & Wellbeing, Living in the Wider World								
	<b>Key Question</b>		<b>What makes a community?</b> Related Concepts: sharing; working together; honesty.	<b>What makes a community?</b> Related Concepts: <b>belonging; all taking part; support &amp; challenge one another; generosity.</b>	<b>How do you build a community?</b> Related Concepts: <b>Working together; rules; honesty.</b>	<b>How do you build a community?</b> Related Concepts: <b>Leadership; communal values, courage, humility, trustworthiness.</b>	<b>Why is community cohesion important?</b> Related Concepts: <b>working together; humility; justice; consequences.</b>	<b>Why is community cohesion important?</b> Related Concepts: <b>Leadership; stereotypes; courage</b>	
	<b>Rules</b>	Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene  Explain the reasons for rules, know right from wrong and try to behave accordingly.	Demonstrate following of school rules.	Demonstrate following of school rules.	Demonstrate the following of societal rules as well as school rules.	Demonstrate respect of human rights.	Demonstrate the following of societal rules as well as school rules and begin to understand the link between them.	
	<b>Collaboration</b>	Play with one or more other children, extending and elaborating play ideas.	Work and play cooperatively and take turns with others. Demonstrate respect for others.	Demonstrate respect for others.	Demonstrate respect for others. Offer and receive constructive feedback.	Work collaboratively towards a shared goal.		Work collaboratively towards a shared goal.	
	<b>British Values</b>				Demonstrate an understanding of <b>generosity</b> .  Demonstrate an understanding of <b>fairness</b> .	Demonstrate <b>honesty</b> when discussing events.	Offer constructive criticism about <b>leaders</b> in different contexts.	Demonstrate an understanding of <b>justice</b> .	Offer constructive criticism about <b>leaders</b> in different contexts.  Recognise and challenge <b>stereotypes</b> appropriately.
<b>Vocabulary</b>			believe, connect, responsible, normal, portion, respond	summary, imposed, courteous, visible, constant, promote	notion, attitudes, principle, convention, esteem, demeanour	decline, marginal, imposed, enforcement, liberal, implementation	civil, regime, domestic, neutral, policy, compatible, influence	internal, psychology, fundamental, triquer, negative, accommodating	

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Health	SKILLS: Relationships, Health & Wellbeing, Living in the Wider World								
	<b>Key Question</b>		<b>What makes my body healthy?</b> Related Concepts: <b>diet; exercise; moderation; sleep.</b>	<b>What makes my body healthy?</b> Related Concepts: <b>medicine; illness; mental health.</b>	<b>What does a healthy body need?</b> Related Concepts: <b>mental health; self-esteem; self-respect; healthy spaces; moderation.</b>	<b>What does a healthy body need?</b> Related Concepts: <b>drugs (legal and illegal; including alcohol and tobacco); disability.</b>	<b>How do you build a healthy body?</b> Related Concepts: <b>prevention- sun, sleep, vaccines.</b>	<b>How do you build a healthy body?</b> Related Concepts: <b>body image; mental health; moderation; self-respect.</b>	
	<b>Healthy Choices</b>	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.	See themselves as a valuable individual.  Manage their own needs.  Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Begin to make choices that benefit physical health.	Make choices that will benefit my physical health.	Beginning to make choices that will benefit physical and mental well-being.	Make informed choices that will benefit physical and mental well-being.	Make informed choices that will benefit physical and mental well-being in the short and long term.	Make informed choices that will benefit physical and mental well-being in the short and long term.
	<b>Communication</b>			Ask for help when not feeling well.	Ask for help when not feeling well.	Ask for help when feeling physically or mentally unwell.	Ask for help when feeling physically or mentally unwell.	Ask for help when feeling physically or mentally unwell.	Ask for help when feeling physically or mentally unwell.  Use an extensive vocabulary to explain my range and intensity of feelings.
	<b>Safety</b>					Develop strategies for keeping physical and emotionally safe- including online.			
<b>Vocabulary</b>			dentist, additional, medical, energetic, advice, lively	contribute, categories, internal, external, maintain, purchase	futile, predicament, constraints, considerable, constant, expert	classify, instance, justification, modified, trace	exposure, integration, supplementary, debate, procedure, convention	imposed, implementation, granted, rationale, overseas, validate	



Citizenship

SKILLS: Relationships, Health & Wellbeing, Living in the Wider World

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Question</b>			<b>What makes a good citizen?</b> Related Concepts: <b>caring; fairness.</b>	<b>What makes a good citizen?</b> Related Concepts: <b>financial well-being</b>	<b>How does someone become a good citizen?</b> Related Concepts: <b>Making a positive contribution; First Aid training</b>	<b>How does someone become a good citizen?</b> Related Concepts: <b>responsibility; environmental health; responsibility; animals.</b>	<b>Why should we be good citizens?</b> Related Concepts: <b>social contracts; First Aid training</b>	<b>Why should we be good citizens?</b> Related Concepts: <b>democracy; financial wellbeing.</b>
<b>Relationships</b>	Begin to make sense of their own life-story and family's history.	Talk about members of their immediate family and community.	Demonstrate empathy for friends. Begin to demonstrate fairness.			Demonstrate empathy for other living creatures.		
<b>Finance</b>				Count, spend and save money.				Create a budget to account for money.
<b>First Aid</b>					Demonstrate how to call for emergency help. Demonstrate how to teach basic first aid.		Demonstrate how to treat basic first aid. Demonstrate how to call for emergency help.	
<b>The Wider World</b>	Develop their sense of responsibility and membership of a community. Show interest in different occupations.	Talk about the lives of people around them and their roles in society.				Begin to identify responsibilities of humanity. Demonstrate respect of environmental rights.	Begin to identify my responsibilities as a citizen.	Begin to identify my responsibilities as a citizen.
<b>Vocabulary</b>			habits, convince, actions, civil, respectful, spiteful	legal, occupation, status, employed, finance, monetary	summary, implications, communication, occupation, adequate, resolution	welfare, contribute, target, sustainable, objective, generate	recovery, monitoring, presumption, underlying, consultation, diminished	justify, equivalent, quantity, approximate, statistics, access

Personal relationships

SKILLS: Relationships, Health & Wellbeing, Living in the Wider World

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Big Question</b>			<b>What makes a good relationship?</b> Related Concepts: <b>friends (how to seek advice; how to choose and make friend).</b>	<b>What makes a good relationship?</b> Related Concepts: <b>families/ respect for differences; marriage.</b>	<b>How does someone build a good relationship?</b> Related Concepts: <b>conflict resolution; how to seek advice.</b>	<b>How does someone build a good relationship?</b> Related concepts: <b>families/ respect for differences; marriage.</b>	<b>Why are good relationships important?</b> Related Concepts: <b>loyalty; civility; characteristics of good friendships.</b>	<b>Why are good relationships important?</b> Related Concepts: <b>politeness; forming and changing a relationship; how to seek advice.</b>
<b>Speaking and Listening</b>	Help to find solutions to conflicts and rivalries. Talk with others to solve conflicts.	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.	Ask for help when feeling uncomfortable.		Listen and constructively challenge others' point of view. Ask for help when unable to resolve a problem.			Ask for help when unable to resolve a problem.
<b>Peer Pressure</b>					Begin to develop strategies for resisting peer pressure.		Begin to develop strategies for resisting peer pressure.	Begin to develop strategies for resisting peer pressure.
<b>Other People</b>	Become more outgoing with unfamiliar people, in the safe context of their setting. Continue to develop positive attitudes about the differences between people.	Develop social phrases. Build constructive and respectful relationships. Work and play cooperatively and take turns with others.	Identify positive qualities about someone.	Before acting or speaking, use imagination to understand people's feelings.		Demonstrate respect for a range of people.		
<b>Bullying</b>			Recognise the consequences of unkindness.	Recognise the consequences of unkindness.		Recognise and challenge stereotypes.	Recognise the consequences of discrimination and bullying.	Recognise the consequences of discrimination and bullying.
<b>Vocabulary</b>			effort, respect, bond, kin, affection, equity	shelter, fresh, options, ratio, proportion, commitment	dispute, reconcile, resolution, passive,	reliance, considerable, philosophy, circumstances, generation	peers, encounter, persistent, scenario, integrity, sphere	behalf, ongoing, passive, mature, straightforward, qualitative



Health & Relationships Education

SKILLS: Relationships, Health & Wellbeing, Living in the Wider World

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit			<b>Medway &amp; PSHE Association:</b> - We are growing - Everybody's Body	<b>Medway &amp; PSHE Association:</b> - My Special people - Everybody's Body	<b>Medway &amp; PSHE Association:</b> - Everybody's Body - NSPCC: Privacy - Share Aware	<b>Medway &amp; PSHE Association:</b> - Puberty: time to change - Puberty: menstruation and wet dreams - Puberty: emotions and feelings	<b>Medway &amp; PSHE Association:</b> - Puberty: time to change - Puberty: menstruation and wet dreams - Puberty: personal hygiene	<b>Medway &amp; PSHE Association:</b> - Puberty: recap and review - Puberty: change and becoming independent - Positive and healthy relationships - How babies are made
Being Safe			H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls  H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls  H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls  H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	H20. about taking care of their body  H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	H20. about taking care of their body  H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
Ourself			H8. about the process of growing from young to old and how people's needs change  H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring  L8. ways in which they are all unique; understand that there has never been and will never be another 'them'	R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	L8. ways in which they are all unique; understand that there has never been and will never be another 'them'	H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others  H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others  H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities



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