

Term	Autumn 1	
Concept	Living in the wider world	
ELG	Develop the confidence to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Know how to set and work towards simple goals, being able to wait for what they want and control immediate impulses.	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that being an independent learner means to try to work by themselves, without adult support. Children need to know that they will not always be successful in a task the first time they try it. Children need to know the Foxy rules and why they are important. Children need to know the class rules and why they are important. Children need to know that following the rules is the right choice to make. Children need to know that breaking the rules is the wrong choice to make. Children need to know what they want to achieve. Children need to know that they cannot have everything they want and that they may have to wait. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to play or work independently (for example: how to use resources for support, instead of asking an adult or peer). Children will practise working independently in order to develop confidence to persevere when challenged. Children will begin to develop resilience to attempt tasks in different way, if they are initially unsuccessful. Children will learn to use good manners. Children will be encouraged to make the right choices and behave appropriately. Children will begin to develop a sense of intrinsic motivation to follow rules, rather than simply to receive praise or reward. Children will learn to apologise and develop strategies to spot when they are beginning to make the wrong choices, giving them time to consider their words or actions. Children will practise being patient and waiting.
Vocabulary	independent, rules, choice, manners, behaviour, apologise, apology, sorry, patience, patient	
Year One	<p><u>Primary School Relationships Education Milestones: Respectful Relationships:</u> I am learning about the conventions of courtesy and manners. I am learning the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know the Foxy rules and why they are important. (revisiting from Year R) Children need to know the class rules and why they are important. (revisiting from Year R) Children need to know that following the rules is the right choice to make. (revisiting from Year R) Children need to know that breaking the rules is the wrong choice to make. (revisiting from Year R) Children need to know the importance of being polite and treating all others with respect. Children need to know that we are all different. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise using good manners. (revisiting from Year R) Children will be encouraged to practise making the right choices and behaving appropriately. (revisiting from Year R) Children will continue to develop a sense of intrinsic motivation to follow rules, rather than simply to receive praise or reward. (revisiting from Year R) Children will learn ways to show others respect.
Vocabulary	independent, rules, choice, manners, behaviour, apologise, apology, sorry, patience, patient, polite, difference, respect	
Year Two	<p><u>Primary School Relationships Education Milestone: Respectful Relationships</u> I am learning that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.</p> <p><u>Primary School Relationships Education Milestone: Being Safe</u> I am learning how to respond appropriately to adults.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know the importance of being polite and treating all others with respect. (revisiting from Year 1) Children need to know that we are all different. (revisiting from Year 1) Children need to know that they should be treated with respect by others. Children need to know to treat others, including those in positions of authority, with respect. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise showing others respect. (revisiting from Year 1) Children will learn how to respond to a range of adults safely and appropriately.
Vocabulary	independent, rules, choice, manners, behaviour, apologise, apology, sorry, patience, patient, polite, difference, respect, rights	

Term	Autumn 2	
Concept	Health and wellbeing	
ELG	Manage their own basic hygiene and personal needs. Understand the importance of healthy food choices.	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that being hygienic means keeping clean, in order to stay healthy. Children need to know that they are responsible for some of their personal needs such as: having a drink, washing their hands, wiping their bottom etc. Children need to know how to complete tasks independently. (revisiting) Children need to know some foods that are healthy and unhealthy. Children need an awareness that eating healthily involves eating a balanced diet, containing different food groups. Children need to know that healthy food choices contribute to their health and wellbeing. Children need to know that unhealthy food choices can negatively impact health and wellbeing. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn the correct handwashing techniques. Children will learn to recognise when they feel hot, cold, thirsty, hungry, need the toilet etc. Children will practise being patient and waiting. (revisiting from Autumn 1) Children will practise making the right choices and behaving appropriately. (revisiting from Autumn 1) Children will learn to sort food into healthy and unhealthy categories and make their own food choices accordingly.
Vocabulary	hygienic, responsible, healthy, unhealthy, diet, hot, cold, thirsty, hungry	
Year One	<p><u>Primary School Physical Health and Mental Wellbeing Milestones: Mental Wellbeing:</u> I am learning that mental wellbeing is a normal part of daily life, in the same way as physical health. I am learning that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. I am learning about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Physical Health and Fitness:</u> I am learning about the characteristics and mental and physical benefits of an active lifestyle. I am learning about the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Health and Prevention:</u> I am learning about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. I am learning about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that their wellbeing is important, just like their physical health is. Children need to know a range of emotions. Children need to know that rest, being active, doing things they enjoy and spending time with friends and family can benefit their wellbeing. Children need to know that being hygienic means keeping clean, in order to stay healthy. (revisiting from Year R) Children need to know about germs including bacteria and viruses and how they are spread and treated. Children need to know about the benefits of good oral hygiene and flossing, including regular check-ups at the dentist. Children need to know that regular exercise is important for their mental and physical health. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to recognise their emotions and begin to understand what they enjoy doing, to benefit their wellbeing. Children will learn the correct handwashing techniques. (revisiting from Year R) Children will be encouraged to walk, cycle or scoot to school, join in with PE and enjoy the golden mile.
Vocabulary	wellbeing, emotions, rest, active, play, enjoy, hygienic, clean, healthy, exercise, happy, unhappy, safe, unsafe, comfortable, angry, worried, frightened, scared, lonely, bored	

<p>Year Two</p>	<p><u>Primary School Physical Health and Mental Wellbeing Milestones: Mental Wellbeing:</u> I am learning how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others’ feelings. I am learning how to judge whether what I am feeling and how I am behaving is appropriate and proportionate. I am learning about the benefits of physical exercise and time outdoors on mental wellbeing and happiness. I am learning where and how to seek support (including recognising the triggers for seeking support), including whom in school I should speak to if I am worried about my own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Physical Health and Fitness:</u> I am learning about the risks associated with an inactive lifestyle (including obesity). I am learning how and when to seek support including which adults to speak to in school if I am worried about my health.</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Healthy Eating</u> I am learning what constitutes a healthy diet. I am learning the principles of planning and preparing a range of healthy meals. I am learning the characteristics of a poor diet and risks associated with unhealthy eating (including, for example: tooth decay).</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Health and Prevention</u> I am learning about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. I am learning the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Basic First Aid</u> I am learning how to make a clear and efficient call to emergency services if necessary. I am learning about the concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	
<p>Knowledge and Skills</p>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children need to know a range of emotions. (revisiting from Year 1) • Children need to know that rest, being active, doing things they enjoy and spending time with friends and family can benefit their wellbeing. (revisiting from Year 1) • Children need to know the importance of discussing their feelings with trusted adults. • Children need to know that regular exercise is important for their health and that there are risks associated with being inactive. (revisiting from Year 1) • Children need to know what constitutes a healthy diet. • Children need to know that sleep is important for good health, mood and ability to learn. • Children need to know that in this country we call 999 for the emergency services. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> • Children will practise recognising their emotions and understanding what they enjoy doing, to benefit their wellbeing. (revisiting from Year 1) • Children will learn how to use new vocabulary to discuss their own and others’ feelings. • Children will learn how to approach trusted adults to seek support when required. • Children will be encouraged to walk, cycle or scoot to school, join in with PE and enjoy the golden mile.
<p>Vocabulary</p>	<p>wellbeing, emotions, rest, active, play, enjoy, hygienic, clean, healthy, exercise, happy, unhappy, safe, unsafe, comfortable, angry, worried, frightened, scared, lonely, bored</p>	

Term	Spring 1	
Concept	Relationships	
ELG:	Able to work and play cooperatively and take turns with others. Form positive attachments and friendships with peers.	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that they are part of a group, class or school and that they play an active role in ensuring that they are successful, whether working or playing with others. Children need to know some of the ways in which they can positively contribute to the group, class or school. Children need to know that every child has rights and that they each have a responsibility to ensure that they treat others with respect. Children need to know what qualities they can offer others and what qualities they look for in a friend. Children need to know that friendships require effort and should be mutual. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn that everyone has rights and that they should value the contributions of others. Children will learn to take turns and listen to their peers. Children will learn to speak to peers appropriately. Children will practise using good manners. (revisiting from Autumn 1) Children will learn to empathise with others. Children will practise apologising and develop strategies to spot when they are beginning to make the wrong choices, giving them time to consider their words or actions. (revisiting from Autumn 1) Children will continue to practise making the right choices and behaving appropriately. (revisiting from Autumn 1 and Autumn 2) Children should begin to develop an awareness of feelings, in order to begin to identify their own feelings and the feelings of others.
Vocabulary	group, class, school, friendships, rights, responsibilities, feelings	
Year One	<p><u>Primary School Relationships Education Milestones: Caring Friendships</u> I am learning how important friendships are in making me feel happy and secure. I am learning how people choose and make friends. I am learning that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what qualities they can offer others and what qualities they look for in a friend. (revisiting from Year R) Children need to know that friendships require effort and should be mutual. (revisiting from Year R) Children need to know what makes them feel happy and secure. Children need to know that healthy friendships are positive and welcoming and do not make others feel lonely or excluded. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will continue to develop an awareness of feelings, in order to begin to identify their own feelings and the feelings of others. (revisiting from Year R) Children will practise having empathy towards others. (revisiting from Year R) Children will learn how to speak to their friends appropriately and how to seek new friendships.
Vocabulary	friendships, rights, responsibilities, feelings, positive, lonely, excluded, left out	
Year Two	<p><u>Primary School Relationships Education Milestones: Caring Friendships</u> I am learning about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. I am learning that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. I am learning how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that healthy friendships are positive and welcoming and do not make others feel lonely or excluded. (revisiting from Year 1) Children need to know that it is normal to experience ups and downs in a friendship. Children need to know that we can work through issues within a friendship and that they should never resort to violence. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise identifying their feelings, within friendships. Children will begin to understand how to recognise who to trust and who not to trust. Children will begin to learn how to manage conflict and difficult situations, seeking advice if needed.
Vocabulary	friendships, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, interests, experiences, conflict, violence	

Term	Spring 2	
Concept	Safety	
ELG:	I am learning how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed. (Primary School Relationships Education Milestone: Families and People Who Care for Me)	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that every child has rights. (revisiting from Spring 1) Children need to know what things make them feel unhappy or unsafe. Children need to know who their trusted adults are and where to go for help, advice or support, when needed. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to identify the relationships that make them feel unhappy or unsafe. Children will learn how to seek help or advice from other trusted adults, if they need it.
Vocabulary	rights, trust, help, support	
Year One	<p><u>Primary School Relationships Education Milestones: Families and People Who Care for Me:</u> I am learning how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><u>Primary School Relationships Education Milestones: Being Safe:</u> I am learning about the concept of privacy; including that it is not always right to keep secrets if they relate to being safe. I am learning how to recognise and report feelings of being unsafe or feeling bad about any adult. I am learning how to ask for advice or help for myself or others, and to keep trying until I am heard.</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Internet Safety and Harms:</u> I am learning that for most people the internet is an integral part of life and has many benefits. I am learning where and how to report concerns and get support with issues online.</p> <p><u>Primary School Relationships Education Milestones: Online Relationships:</u> I am learning that people sometimes behave differently online, including by pretending to be someone they are not.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that every child has rights. (revisiting from year R) Children need to know what things make them feel unhappy or unsafe. (revisiting from year R) Children need to know who their trusted adults are and where to go for help, advice or support, when needed. (revisiting from year R) Children need to know what privacy is. Children need to understand the difference between secrets and surprises. Children need to be aware of the benefits of the internet. Children need to know that sometimes people on the internet are not who they seem to be. Children need to know where and how to report concerns and get support with issues online. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to identify the relationships that make them feel unhappy or unsafe. (revisiting from Year R) Children will learn how to seek help or advice from other trusted adults, if they need it. (revisiting from Year R)
Vocabulary	rights, trust, help, support, secret, surprise, internet, online	

<p>Year Two</p>	<p><u>Primary School Relationships Education Milestones: Being Safe:</u> I am learning that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. I am learning how to report concerns or abuse, and the vocabulary and confidence needed to do so. I am learning where to get advice e.g. family, school and/or other sources. I am learning how to respond safely and appropriately to adults I may encounter (in all contexts, including online) whom I do not know.</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Internet Safety and Harms:</u> I am learning about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on my own and others’ mental and physical wellbeing. I am learning how to recognise and display respectful behaviour online and the importance of keeping personal information private. I am learning why social media, some computer games and online gaming, for example, are age restricted. I am learning that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p><u>Primary School Relationships Education Milestones: Online Relationships:</u> I am learning how to critically consider my online friendships and sources of information including awareness of the risks associated with people I have never met. I am learning that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. I am learning the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	
<p>Knowledge and Skills</p>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children need to know that every child has rights. (revisiting from year R) • Children need to know what things make them feel unhappy or unsafe. (revisiting from year R) • Children need to know who their trusted adults are and where to go for help, advice or support, when needed. (revisiting from year R) • Children need to know what privacy is. (revisiting from Year 1) • Children need to know the difference between appropriate and inappropriate touch. • Children need to understand the risks of excessive time spent online and how online technologies can affect the mental wellbeing of themselves and others. • Children need to know that sometimes people on the internet are not who they seem to be. (revisiting from Year 1) • Children need to know the importance of keeping personal information private. • Children need to know where and how to report concerns and get support with issues online. (revisiting from Year 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> • Children will learn how to report concerns and will practise using the vocabulary needed to do so. • Children will learn to use the internet safely and respectfully.
<p>Vocabulary</p>	<p>rights, trust, help, support, secret, surprise, internet, online, appropriate, inappropriate</p>	

Term	Summer 1	
Concept	Respect	
ELG:	Show sensitivity to their own needs and the needs of others. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas.	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that every child has rights and that they each have a responsibility to ensure that they treat others with respect. (revisiting) from Spring 1) Children need to know that their words and actions can have an impact on the feelings of others. Children need to know that others can help them and that they can help others. Children need to know that they have rights and that they should be respected by others. Children need to know that they must listen and respond when the teacher is talking. Children need to know that when engaged in activity, they must stop when they see the team stop sign. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to think about what they are going to say or do before saying or doing it and will begin to make conscious choices in their behaviour, based on the potential consequences of their actions. Children will learn to show respect by listening and responding appropriately when given an instruction by a trusted adult. Children will practise putting their hand up, stopping, looking and listening, upon seeing the team stop sign. Children will practise speaking to peers appropriately. (revisiting from Spring 1) Children need to practise empathising with others. (revisiting from Spring 1)
Vocabulary	rights, responsibility, respect, feelings, choices, behaviour	
Year One	<p><u>Primary School Relationships Education Milestone: Respectful Relationships:</u> I am learning about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that they have rights and that they should be respected by others. (revisiting from Year R) Children need to know that their words and actions can have an impact on the feelings of others. (revisiting from Year R) Children need to know what bullying is and what forms bullying can come in. Children need to know how bullying has a negative effect on wellbeing. Children need to know the importance of reporting bullying to an adult, whether it is happening to them or others. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise thinking about what they are going to say or do before saying or doing it and will begin to make conscious choices in their behaviour, based on the potential consequences of their actions. (revisiting from Year R) Children will learn to identify what is and isn't bullying and will practise reporting bullying appropriately in various scenarios.
Vocabulary	rights, responsibility, respect, feelings, choices, behaviour, bullying, wellbeing, consequences, reporting	
Year Two	<p><u>Primary School Relationships Education Milestone: Respectful Relationships:</u> I am learning about practical steps I can take in a range of different contexts to improve or support respectful relationships. I am learning the importance of self-respect and how this links to my own happiness. I am learning the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><u>Primary School Relationships Education Milestone: Being Safe:</u> I am learning what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><u>Primary School Physical Health and Mental Wellbeing Milestones: Mental Wellbeing:</u> I am learning that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what bullying is and what forms bullying can come in. (revisiting from year 1) Children need to know how bullying has a negative effect on wellbeing. (revisiting from year 1) Children need to know the importance of reporting bullying to an adult, whether it is happening to them or others. (revisiting from year 1) Children need to understand the value of self-respect and the importance of permission giving and permission seeking with friends, peers and adults. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise identifying what is and isn't bullying and reporting bullying appropriately in various scenarios. (revisiting from Year R) Children will learn to identify appropriate boundaries in friendships with peers and others (e.g. online). Children will learn to understand how to give permission and how to make it clear that you do not give permission to friends, peers and adults.
Vocabulary	rights, responsibility, respect, feelings, choices, behaviour, bullying, wellbeing, consequences, reporting, self-respect, permission, boundaries	

Term	Summer 2	
Concept	Caring	
ELG:	Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly.	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know a range of feelings. Children need to know that feelings can contribute towards behaviour and that their behaviour can affect the feelings of others. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to identify and describe their own feelings and recognise the feelings of others. Children will practise regulating their behaviour and controlling their emotions in accordance with how they feel. Children will practise making the right choices and behaving appropriately. (revisiting from Autumn 1, Autumn 2 and Spring 1) Children will practise using good manners. (revisiting from Autumn 1 and Spring 1) Children will practise apologising and develop strategies to spot when they are beginning to make the wrong choices, giving them time to consider their words or actions. (revisiting from Autumn 1 and Spring 1)
Vocabulary	feelings, behaviour, emotions, happy, sad, worried, cross, angry, frightened, bored, choices	
Year One	<p><u>Primary School Relationships Education Milestone: Families and People Who Care for Me:</u> I am learning that families are important for children growing up because they can give love, security and stability. I am learning about 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.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what families are and why they are important. Children need to know that families can give love, stability and security. Children need to know about healthy family life and understand commitment to family members, including in difficult times. Children need to understand the importance of spending time with family and sharing each other's lives. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to identify and describe their own feelings and recognise the feelings of others. (revisiting from Year R)
Vocabulary	family, love, care, stability, security, commitment, feelings, emotions	
Year Two	<p><u>Primary School Relationships Education Milestone: Families and People Who Care for Me:</u> I am learning that others' families (either in school or in the wider world), sometimes look different from my family, but that I should respect those differences and know that other children's families are also characterised by love and care. I am learning 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.</p>	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what families are and why they are important. (revisiting from Year 1) Children need to know that families can give love, stability and security. (revisiting from Year 1) Children need to know about healthy family life and understand commitment to family members, including in difficult times. (revisiting from Year 1) Children need to understand the importance of spending time with family and sharing each other's lives. (revisiting from Year 1) Children need to know that families may look very different from their own family. Children need to understand that despite differences, other children's families are also characterised by love and care. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise being respectful of others' differences.
Vocabulary	family, love, care, stability, security, commitment, feelings, emotions, differences, respect	