



# SMSC Learning Map



Year	Autumn		Spring		Summer	
Nursery	Learning Nursery routines and how to distract themselves if upset	Select and use resources in the environment with adult support	Discuss their wants and opinions with adults and peers	Making their own friends and learning how to share with others with adult support	Welcomes and values praise for their work	Explains own knowledge and understanding of travel and shares it with others
	Talk about themselves positively i.e. things they can do.	Independently Select and use equipment in the environment.	Gain confidence in asking adults and other children for help.	Confident to interact with others in the role play and in discussion.	Talk about own home and community and the importance of the place we live.	Confident with new people and changes i.e. moving to reception.
	Taking turns	Sharing	Understanding the needs of others relating to story characters.	How does our behaviour and feelings change as we grow.	Looking out for our friends and caring for others.	Understanding Wishes and how we can't always do the things we want.
Reception	Learning about new people and building friendships.	Developing in confidence to share their views with others – circle time.	Listening to other's views about stories.	Selects resources they need to investigate the environment independently.	Welcomes and values praise – develops understanding of how to praise others.	Preparing for new adventures in school – Year 1 – transition.
	Becoming confident to build new friendships	Confident to speak to others about their own celebrations – weddings, christenings, birthdays etc.	Becoming confident to justify their own opinions to the class and give a reason why.	Confident to speak to share their own opinions about plants they have observed.	They are confident to speak in a familiar group about their feelings of belonging.	To verbalise when they do or don't need help – linking to transition to Year 1.
	Becoming familiar with the expectations of the setting.	Beginning to be able to negotiate and solve problems linking to feelings.	Talking about right and wrong decisions linked to traditional stories and explaining their own ideas.	Children work as part of a group to look after plants.	Adjusting their behaviour to different situations.	Getting used to changes in routine ready for Year 1.
Year 1	<p><b>Relationships</b>  <b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour.  <b>Healthy relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>		<p><b>Living in the Wider World</b>  <b>Rights and responsibilities:</b> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups  <b>Taking care of the environment:</b> improvements and harm to local environments; ways of looking after local environments</p>		<p><b>Health and wellbeing</b>  <b>Healthy Lifestyles</b> Recognise what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health  <b>Growing and Changing:</b> To know about different kinds of change that have occurred since starting school            About the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative)            How we can help ourselves and others manage sad feelings  <b>Keeping Safe:</b> To understand that household products, including medicines, can be harmful if not used properly. To know about the steps they can take to ensure their safety in class, on the playground, around the school and at home</p>	
Year 2	<p><b>Relationships</b>  <b>Feelings and emotions-</b> recognise feelings in self; special people; behaviour  <b>Healthy relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>		<p><b>Living in the wider world</b>  <b>Rights and responsibilities:</b> contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups  <b>Talking care of the environment:</b> improvements and harm to local environments; ways of looking after local environments</p>		<p><b>Health and wellbeing</b>  <b>Healthy lifestyles</b> Recognise what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health  <b>Growing and changing</b> To know about different kinds of change that have occurred since starting school            About the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative)            How we can help ourselves and others manage sad feelings  <b>Keeping safe:</b> To understand that household products, including medicines, can be harmful if not used properly. To know about the steps they can take to ensure their safety in class, on the playground, around the school and at home.</p>	
Year 3	<p><b>Relationships</b>  <b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret;</p>		<p><b>Living in the Wider World</b>  <b>Rights and responsibilities:</b> issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK;; difference between rights and responsibilities; resolving differences;</p>		<p><b>Health and wellbeing</b>  <b>Healthy lifestyles:</b> To understand what positively and negatively affects their physical, mental and emotional health  <b>Growing and changing:</b> to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	

	<b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict		<b>Talking care of the environment:</b> taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world;		<b>Keeping safe</b> to learn strategies for keeping physically and emotionally safe in the physical world, including road safety and safety in the environment, and safety online, including social media, the responsible use of ICT and mobile phones and the importance of protecting personal information including passwords, addresses and images of themselves or others	
<b>Year 4</b>	<b>Relationships</b> <b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; <b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict		<b>Living in the Wider World</b> <b>Rights and responsibilities</b> issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK;; difference between rights and responsibilities; resolving differences; <b>Talking care of the environment:</b> taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world;		<b>Health and wellbeing</b> <b>Healthy lifestyles</b> To understand what positively and negatively affects their physical, mental and emotional health <b>Growing and changing:</b> to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals <b>Keeping safe</b> to learn strategies for keeping physically and emotionally safe in the physical world, including road safety and safety in the environment, and safety online, including social media, the responsible use of ICT and mobile phones and the importance of protecting personal information including passwords, addresses and images of themselves or others	
<b>Year 5</b>	<b>Relationships</b> <b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares <b>Healthy relationships:</b> understanding what constitutes a healthy relationship how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation		<b>Living in the wider world.</b> <b>Rights and responsibilities:</b> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; <b>Talking care of the environment:</b> responsibilities towards and how people contribute to communities and the environment, the lives of people living in other places;		<b>Health and wellbeing</b> <b>Healthy lifestyles</b> to learn about positive and negative effects on physical, mental and emotional health (including the media) <b>Growing and changing:</b> To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and they might need to listen to their emotions or overcome them <b>Keeping safe:</b> to learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.	
<b>Year 6</b>	<b>Relationships</b> <b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares <b>Healthy relationships</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation		<b>Living in the wider world.</b> <b>Rights and responsibilities:</b> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; <b>Talking care of the environment:</b> responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places;		<b>Health and wellbeing</b> <b>Healthy lifestyles</b> to learn about positive and negative effects on physical, mental and emotional health (including the media) <b>Growing and changing:</b> to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and they might need to listen to their emotions or overcome them <b>Keeping safe:</b> to learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.	
<b>Year 7</b>	Healthy relationships E- safety	Individual liberty Armistice	Anti-bullying Knife crime	Mental Health LGBT Finance	Mutual respect Radicalisation/Extremism Refugees	Tolerance Diversity / Racism Speaking your mind / debating
<b>Year 8</b>	Consequences Equality	Healthy choices Armistice	Languages Knife crime	Mental Health LGBT	Homelessness Exploitation Conflict resolution	Animal welfare Living without harm
<b>Year 9 will follow a new order of study agreed on by all secondary school within the MAT</b>						
<b>Year 9</b>	Global issues Acts of Kindness	Healthy choices Armistice	Resilience Knife crime	Mental Health LGBT	Teamwork Active Lifestyle Disability awareness	First aid Conflict resolution Body Image Media
<b>Year 10 &amp; 11 will continue to follow the previous order of study to make sure they have covered all topics and are fully prepared for their GCSE exams</b>						
<b>Year 10</b>	Careers	Careers Armistice	Life skills Addiction Knife crime	Mental Health LGBT	First aid Reputations	Legal boundaries Gangs
<b>Year 11</b>	Careers	Careers Armistice	Stress management Addiction Knife crime	Exam preparation	Exam preparation	Study leave