

PSHE Curriculum



Year 1

Term	Module	Objectives	PSHE Association Objectives	Health Objectives	Relationships Objectives	Vocabulary	Faith and Values Links
Year 1 - Autumn 1	Relationships - Be Yourself	Marvellous Me I can talk about what makes me special.	H21 – Pupils learn to recognise what makes them special H22 – Pupils learn to recognise the ways in which we are all unique	General Wellbeing 1 – simple self-care techniques, including the importance of rest, time spent with family and friends, as well as hobbies, interests and community participation. 3 - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. 4 - How to recognise feelings and use varied range of vocabulary to talk about their own and others' feelings.	Caring Friendships 1 - How important friendships are in making us feel happy and secure, and how people choose and make friends. 4 – The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Respectful Relationships 1 – How to pay attention to the needs and preferences of others, including in families and friendships. 6 – Practical steps they can take and skills they can develop in a range of different contexts to improve or support respectful relationships. 8 – the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, through developing skills and interests.	Angry Body Language Calm Change Confidence, Content Cross Disagree Wellbeing, Emotions Enjoy Excited Facial Expressions Feelings Happiness Happy Help Interests Kind Like Loss Memories Mental Health Nervous Opinions Qualities Sad Safe Secure Share Skills Speak Talents Talk Thoughts Uncomfortable Unhappy Worried	Excellence – recognising what makes them special Respect for self Gratitude – for what makes them special
		Feelings I can name some of the different feelings I have and can describe how they feel.	H12 – Pupils learn how to recognise and name different feelings H13 – Pupils learn how feelings can affect people's bodies and how they behave H19 – pupils learn to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it.	General Wellbeing 1 – The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with family and friends, as well as hobbies, interests and community participation. 3 - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. 4 – how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 6 – Isolation and loneliness can affect children, and the benefits of seeking support.	Respectful Relationships 5-practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships Being Safe 7 – how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice (e.g. family, school and/or other sources).		Compassion – recognising own feelings and showing themselves compassion

				9 – where and how to seek support (including recognising triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental well being or ability to control their emotions (including issues arising online)		
	Things I like I can talk about things I like that make me feel good and happy.	H15 – Pupils learn to recognise that not everyone feels the same at the same time, or feels the same about the same things H22 – Pupils learn to identify what they are good at and what they like and dislike	General Wellbeing 1 – simple self-care techniques, including the importance of rest, time spent with family and friends, as well as hobbies, interests and community participation. 3 - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. 4 – how to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 9 – where and how to seek support (including recognising triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental well being or ability to control their emotions (including issues arising online)	Caring Friendships 4 – The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 5– That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Being Safe 7 – how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice (e.g. family, school and/or other sources).		Gratitude – for the things that make you feel good and happy
	Uncomfortable Feelings I can talk about the things that I dislike and what make me feel unhappy or cross and have ideas about what to do when I have these feelings.	H16 – Pupils learn about ways of sharing feelings; a range of words to describe feelings H18 – Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H23 – Pupils learn to identify what they...dislike R25 – Pupils learn how to talk about and share their opinions on things that matter to them	General Wellbeing 1 –The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with family and friends, as well as hobbies, interests and community participation. 3 - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. 4 – how to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 9 – where and how to seek support (including recognising triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental well being or ability to control their emotions (including issues arising online) Physical Health and Fitness	Caring Friendships 4 – The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 5– That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Being Safe 7 – how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice (e.g. family, school and/or other sources).		Compassion to self by recognising and responding to uncomfortable feelings

				1 – The characteristics and mental and physical benefits of an active lifestyle			
		Changes I can discuss how change and loss make me feel.	H11 – Pupils learn about different feelings that humans can experience. H12 – Pupils learn how to recognise and name different feelings. H18 – Pupils learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. H20 – Pupils learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.	General Wellbeing 1 – simple self-care techniques, including the importance of rest, time spent with family and friends, as well as hobbies, interests and community participation. 3 - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. 4 – how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 9 – where and how to seek support (including recognising triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental well being or ability to control their emotions (including issues arising online)	Families and People Who Care for Me 1 – That families are important for children growing up safe and happy because they can provide love, security and stability Respectful Relationships 5– That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Being Safe 7 – how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice (e.g. family, school and/or other sources).		Compassion to self by acknowledging changes/loss and how they make you feel.
		Speak Up! I can share what I think and feel with confidence.	H16 – Pupils learn about ways of sharing feelings; a range of words to describe feelings H19 – Pupils learn to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it. H23 – Pupils learn to identify what they are good at, what they like and dislike. R25 – Pupils learn how to talk about and share their opinions on things that matter to them.	General Wellbeing 1 – simple self-care techniques, including the importance of rest, time spent with family and friends, as well as hobbies, interests and community participation. 3 - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. 4 – how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Caring Friendships 4 – The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5 – That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened. Respectful Relationships 5– That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 6 – Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7 – The conventions of courtesy and manners Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and		Integrity – doing what is right by speaking to people when you need to.

					negotiations about space, toys, books, resources, etc. 7 – how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice (e.g. family, school and/or other sources).		
Year 1 - Autumn 2	Relationships - Team	Together Everyone Achieves More I can talk about the teams I belong to	L4 – Pupils learn about the different groups they belong to R1 – Pupils learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2 – Pupils learn to identify the people who love and care for them and what they do to help them feel cared for. R6 – Pupils learn how people make friends and what makes a good friendship R23 – Pupils learn to recognise the ways in which they are the same and different to others.	Mental Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Families and People Who Care for Me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2 – The characteristics of safe and happy family life, such as 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. 3 – That families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Caring Friendships 1 – how important friendships are in making us feel happy and secure and how people choose and make friends. 2 – Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationship 1-How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or	Achieve Caring Choices Conflict Cooperate Cooperation Disagreement Family Friend Friendship Group Happy Healthy Help Important Kind Listen Love Making Up Need Positive Safe Share Skills Solve Sort Special Support Talk Team Thoughtful Time Trust Trusted Adult	Service Respect

					make different choices, or have different preferences or beliefs.		
		Listening I can be a good listener	R22 – Pupils learn about how to treat themselves and others with respect; how to be polite and courteous. R24 – Pupils learn how to listen to other people and play and work cooperatively		Families and People Who care for me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 1-How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships 7-The conventions of courtesy and manners. 8- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.		Respect
		Being kind I can explain how to be kind and why it is important	R7 – Pupils learn about how to recognise when they or someone else feels lonely and what to do. R21 – Pupils learn about what is kind and unkind behaviour and how this can affect others.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.2 – the	Families and People Who Care for Me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships		Integrity Respect

			R22 – Pupils learn about how to treat themselves and others with respect; how to be polite and courteous	importance of promoting general wellbeing and physical health 6-That isolation and loneliness can affect children, and the benefits of seeking support 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 1-How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7-The conventions of courtesy and manners.		
		Bullying and Teasing I can talk about unkind behaviour, teasing and bullying.	R9 – Pupils learn how to ask for help if a friendship is making them feel unhappy R10 – Pupils learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11 – Pupils learn about how people may feel if they experience hurtful behaviour or bullying R12 – Pupils learn that hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.6-That isolation and loneliness can affect children, and the benefits of seeking support .7- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed Respectful Relationships		Integrity Respect

				Wellbeing Online 1-that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 4 – How to consider the impact of their online behaviour on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private. 8 – that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	2- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Online Relationships 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as face to face relationships including where people are anonymous. For example the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 4 – The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Being Safe 7-How to ask advice or help for themselves or others, and to keep p trying until they are heard. Where to get advice (e.g. family, school and other sources).		
		Brilliant Brains I can explain how to be a positive learner	R22 – Pupils learn about how to treat themselves and others with respect. H23 – Pupils learn to identify what they are good at and what they like and dislike H24 – Pupils learn how to manage when finding things difficult	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise,	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		excellence

Year 1 - Spring 1				nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			
		Making Good Choices I can identify good and not-so-good choices	R21 –Pupils learn about what is kind and unkind behaviour R22 – Pupils learn about how to treat themselves and others with respect R24 – Pupils learn how to listen to other people and play and work cooperatively	General Wellbeing 3 - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. 4 – how to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.7-The conventions of courtesy and manners.8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Excellence Integrity
	Living in the wider world - Aiming High	Star Qualities I can think of star qualities I already have and those I would like to develop.	H21 – Pupils learn to recognise what makes them special. H22 – Pupils learn to recognise the ways in which we are all unique. L14 – Pupils learn that everyone has different strengths.	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Achievement Aims Ambition Attitude Change Communication Creative Determined Future Goal Grow Happiness Hard-Working Help Improve Job Learn Positive Progress Qualification Routine Skill Star Qualities Strength	Excellence Respect
		Positive Learners I can explain how a positive learning	H21 – Pupils learn to recognise what makes them special H23 – Pupils learn to identify what they are good at and what they like and dislike	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of	Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.8-The importance of self-		Excellence

		attitude can help me.	H24 – Pupils learn how to manage when finding things difficult.	rest, time spent with friends and family, as well as hobbies, interests and community participation 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Success Training	
		Bright Futures I can talk about jobs that people can do and tell my friends what I want to be when I grow up	L16 – Pupils learn different jobs that people they know or people who work in the community do L17 – Pupils learn about some of the strengths and interest someone might need to do different jobs. H21 – Pupils learn to recognise what makes them special.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Excellence
		Jobs For All I can understand that it is a person's interests and skills that make them suited to doing a job.	L16 – Pupils learn different jobs that people they know or people who work in the community do L17 – Pupils learn about some of the strengths and interest someone might need to do different jobs. R23 – Pupils learn to recognise the ways in which they are the same and different to others R25 – Pupils learn how to talk about and share their opinions on things that matter to them.	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs .6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype		Excellence
		Going for Goals I can think about things I would like to achieve in the future	L17 – Pupils learn about some of the strengths and interests someone might need to do different jobs H21 – Pupils learn to recognise what makes them special. R25 – Pupils learn how to talk about and share their opinions on things that matter to them.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.4-How to	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs		Excellence

				recognise feelings and use varied vocabulary to talk about their own and others' feelings.	.6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		
		Looking Forward I can think about changes which might happen to me and consider how I feel about them.	H20 – Pupils learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. H27 – Pupils learn about preparing to move to a new class/year group R25 – Pupils learn about how to talk about and share their opinions on things that matter to them.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Excellence
Year 1 - Spring 2	Health and Wellbeing - It's My Body	My Body, My Business I know I can choose what happens to my body.	R13 – Pupils learn to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16 – Pupils learn about how to respond if physical contact makes them feel uncomfortable or unsafe R17 – Pupils learn about knowing there are situations when they should ask for permission and also when their permission should be sought. R18 – Pupils learn about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually) R20 – Pupils learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. H10 – Pupils learn about the people who help us stay physically healthy.	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Families and People who care for me 6- Caring Friendships 7- Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults .5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs .6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc 2-The concept of privacy and its implications for both children and adults;	Bacteria Body Brain Brushing Chemicals Chemist Choice Clean Colds Consent Contact Coughs Danger Dentist Diarrhoea Diet Disease Doctor Emergency, Exercise Germs Healthy Heart Help Illness Medicine Mind Muscle	Integrity Respect for yourself

					including that it is not always right to keep secrets if they relate to being safe. 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	Permission Pharmacist Poisonous Protect Rest Rules Safe Secret Serious Sleep Spread Strength Sugar Surprise Touch Treat	
		Active and Asleep I can make healthy choices about sleep and exercise.	H1 – Pupils learn about what keeping healthy means and different ways to keep healthy H3 – Pupils learn about how physical activity helps us to stay healthy and ways to be physically active every day. H4 – Pupils learn about why sleep is important and different ways to rest and relax. H9 – Pupils learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10 – Pupils learn about people who help us to stay physically healthy.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Wellbeing Online 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle. 2-The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3-The risks associated with an inactive lifestyle, including obesity. Health Protection and Prevention 3-The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources	Uncomfortable Unhealthy Unsafe Virus Warning Wash	Respect – respecting yourself.

				as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			
	Happy Healthy food I can make healthy choices about food and drink	H1 - pupils learn about what keeping healthy means and different ways to keep healthy. H2 – Pupils learn about foods that support good health and risks of eating too much sugar. H7 – Pupils learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H10 – Pupils learn about the people who help us to stay physically healthy.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. Healthy Eating 1-What constitutes a healthy diet (including understanding calories and other nutritional content). 2-Understanding the importance of a healthy relationship with food. 3-The principles of planning and preparing a range of healthy meals 4-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Health Protection and Prevention 4-About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources	Integrity Excellence Respect of yourself		
	Clean as a Whistle I know how to keep my body clean.	H5 – Pupils learn simple hygiene routines that can stop germs from spreading. H7 – Pupils learn about dental care and visiting the dentist; how to brush teeth correctly and food and drink that support dental health. H10 – Pupils learn about people who help us to stay physically healthy.	Healthy Eating 4-How and when to seek support including which adults to speak to in school if they are worried about their health Health Protection and Prevention 4-About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5-About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources			
	Can I Eat It I know what is safe to eat or drink.	H2 – pupils learn about foods that support good health and the risks of eating too much sugar. H6 – Pupils learn that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	Physical Health and Fitness 4-How and when to seek support including which adults to speak to in school if they are worried about their health Drugs, alcohol and tobacco 1-The facts about legal and illegal harmful substances and associated risks, including	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources			

			H29 – Pupils recognise risk in simple everyday situations and what actions can be taken to minimise harm. H31 – Pupils learn that household products (including medicines) can be harmful if not used correctly H37 – Pupils to learn that there are things that people can put into their body or on their skin that can affect how they feel.	smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.			
		I Can Choose I can choose to keep myself safe.	H1 – pupils learn about what keeping healthy means and different ways to keep healthy H8 – Pupils learn how to keep safe in the sun and protect skin from sun damage. H9 – pupils learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. H29 – To recognise risk in simple everyday situations and what action to take to minimise harm. R17 – Pupils learn about knowing situations when they should ask for permission and when their permission should be sought.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Health Protection and Prevention	Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources		Integrity Excellence Respect for yourself

				2-About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3-The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			
Year 1 - Summer 1	Living in the Wider World - Money Matters	Money I can explain where money comes from and why we need it.	L10 – Pupils learn about what money is; forms that money comes in; that money comes from different sources L15 – Pupils learn that jobs help people to earn money to pay for different things			Bank Bank Account Buy Choice Coins Community Contactless Credit Card Electronic Goods Important Job Track List Money Need Notes Offer Online Banking Online Transfer Payment Piggy Bank Possessions Price Purse Receipt Record Role Safe Salary Save Shopping Spend Value Wages Wallet Want Work	Integrity excellence
		Keep It Safe I can explain how we can keep money safe and why this is important	L13 – Pupils learn that money needs to be looked after and different ways of doing this. H29 – Pupils learn to recognise risk in simple everyday situations and what action to take to minimise harm.		Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Integrity excellence
		Save or Spend? I can explain choices I have about spending money and why it is important to keep track of what I spend.	L11 – pupils learn that people make different choices about how to save and spend money.				Integrity Excellence Service/ compassion – using money to help others
		Want or Need? I can explain the difference between things we want and things we need.	L12 – Pupils learn about the difference between needs and wants and that sometimes people may not always be able to have the things they want.		Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		integrity excellence
		Look After It I can explain how I keep my belongings safe and why this is important	L13 – Pupils learn that money needs to be looked after and different ways of doing this. H29 – Pupils learn to recognise risk in simple everyday situations and what action to take to minimise harm.		Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Integrity excellence

		Going Shopping I can explain what happens when we go shopping.	L11 – Pupils learn that people make different choices about how to save and spend money. L12 – Pupils learn about the differences between needs and wants and that sometimes people may not always have the things they want.		Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Excellence
Year 1 - Summer 2	Living in the wider world - Diverse Britain	My School I can describe ways that I can help my school community.	L1 – Pupils learn about what rules are, why they are needed and why different rules are needed for different situations. L4 – Pupils learn about the different age groups they belong to. L5 – Pupils learn about the different roles and responsibilities people have in their community. R22 – Pupils learn about how to treat themselves and others with respect; how to be polite and courteous		Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7-The conventions of courtesy and manners.	Accepting Beliefs Belong Britain British British Isles Celebrations Choice Coast Community Countryside Difference Dress Environment Happy Harm Helpful Island Kindness Lakes Listen Live Local Area Mountain Natural Neighbour Neighbourhood Respect Responsibility Right River Safe Same Share Similarity Town United Kingdom	Service to the community Integrity in school.
		My Community I can describe ways that I can be a good neighbour.	L2 – Pupils learn how people and other living things have different needs and about the responsibilities of caring for them. L4 – Pupils learn about the different groups they belong to L5 – Pupils learn about the different roles and responsibilities people have in their community. R21 – Pupils learn about what is kind and unkind behaviour and how this can affect others. R22 – Pupils learn about how to treat themselves and others with respect; how to be polite and courteous	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7-The conventions of courtesy and manners.		Service and respect to the community and neighbours.
		My Neighbourhood I can identify things that help and harm my neighbourhood.	L2 – Pupils learn how people and other living things have different needs and about the responsibilities of caring for them.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of	Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships		Service Respect Integrity – making good choices that

			L3 – Pupils learn about things they can do to help look after their environment. L5 – Pupils learn about the different roles and responsibilities people have in their community.	rest, time spent with friends and family, as well as hobbies, interests and community participation. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			benefit the neighbourhood
	My Country I can describe what it is like to live in Britain.	L4 – Pupils learn about the different age groups they belong to. L6 – Pupils learn to recognise the ways they are the same as, and different to, other people R25 – Pupils learn how to talk about and share their opinions on things that matter to them.	General Wellbeing 2-The importance of promoting general wellbeing and physical health	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.			Respect for others
	British People I can explore how people living in Britain can be different and how they are the same.	L2 – Pupils learn how people and other living things have different needs; about the responsibilities of caring for them. L6 – Pupils learn to recognise the ways they are the same as and different to other people. R23 – Pupils learn to recognise the ways in which they are the same and different to others.	General Wellbeing 2-The importance of promoting general wellbeing and physical health	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.			Respect
	What Makes Me Proud of Britain? I can share my ideas about being British and living in Britain.	L4 – Pupils learn about the different age groups they belong to. R25 – Pupils learn how to talk about and share their opinions on things that matter to them.	General Wellbeing 2-The importance of promoting general wellbeing and physical health	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.			Respect

Year 2

Term	Module	Objectives	PSHE Association Objectives from Government Guidance	Health Objectives	Relationships Objectives	Vocabulary	Faith and Values Links
Year 2 - Autumn 1	Living in the Wider World - One World	Families I can explore family life in different countries and say how it is the same and different to mine.	R2 – Pupils learn to identify people who love and care for them and what they do to help them feel cared for R3 – Pupils learn about different types of families including those that may be different to their own. R4 – Pupils learn to identify common features of family life. R23 – Pupils learn to recognise the ways in which they are the same and different to others. L6 – Pupils learn to recognise the ways they are the same as and different to other people.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as 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 3-That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4-That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Affect Care Choice Difference Earth Environment Environmental Family Life Happy Harm Help Home Important Learn Love Natural Needs People Planet Problem Protect Resources Right Safe Same School Similarity Special People Trust World	Respect differences
		Homes I can discuss homes and home life from around the world and say how they are the same/different to mine.	R4 – Pupils learn to identify common features of family life. R23 – Pupils learn to recognise the ways in which they are the same and different to others. L6 – Pupils to recognise the ways they are the same as and different to other people		Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family		Respect differences

					members, the importance of spending time together and sharing each other's lives 3-That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4-That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		
	School I can explain what it is like to go to school in other countries and say how it is the same or different from my school.	R23 – Pupils learn to recognise the ways in which they are the same and different to others. L1 – Pupils learn about what rules are and why they are needed, and why different rules are needed for different situations L6 – Pupils to recognise the ways they are the same as and different to other people			Respectful Relationships 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6-How to manage conflict, and that resorting to violence is never right.		Respect differences
	Environments I can explore places where people live which are different to where I live.	R23 – Pupils learn to recognise the ways in which they are the same and different to others. L2 – Pupils learn how people and other living things had different needs; about the responsibilities of caring for them. L6 – Pupils to recognise the ways they are the same as and different to other people			Families and People Who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Respect differences and the environment. Compassion for others and the environment

Year 2 - Autumn 2	Health and Wellbeing - Safety First				6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		
		Resources I can think about how people use things from Earth and what problems this can cause.	L2 – Pupils learn how people and other living things had different needs; about the responsibilities of caring for them. L3 – Pupils learn things they can do to help look after the environment.		Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Respect for the environment/earth Integrity – making choices that save the earth.
		Planet Protectors I can say why it is important to care for the earth and identify how I can help protect it.	L2 – Pupils learn how people and other living things had different needs; about the responsibilities of caring for them. L3 – Pupils learn things they can do to help look after the environment.		Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Respect for the environment Gratitude for our planet means treating it right Integrity in our choices that affect the planet Excellence in the way we act on the planet.
		Keeping Safe I know how to stay safe and who can help if I feel unsafe	L1 – Pupils learn about what rules are, why they are needed and why different rules are needed for different situations. H28 – Pupils learn about rules and age restrictions that keep us safe H29 Pupils learn to recognise risk in simple everyday situations and what action to take to minimise harm H33 – Pupils learn about the people whose job it is to help keep us safe. R5 – Pupils learn that it is important to tell someone (such as their teacher) if something makes them unhappy or worried. uncomfortable or unsafe. R19 – Pupils learn basic techniques for resisting pressure to do something they don't want to do and which may make them feel unsafe R20 – Pupils learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Online safety and awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 4-How to respond safely and appropriately to adults they may		Burn Chemicals Choke Danger E-Safety Emergency Emergency Services Fall Fire Harm Hazard Help Hurt Internet Liquids Medicines Online Poisonous Protect Rail Risk Road Rules Safe Sharp Stranger Safer Stranger

				encounter (in all contexts, including online), including those they do and do not know. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Tablets Traffic Trip Trusted Adult Uniform Unsafe Water Respect For Yourself	
Staying Safe at Home I know how to stay safe at home.	H28 – Pupils learn about rules and age restrictions that keep us safe. H29 – Pupils learn to recognise risk in simple everyday situations and what actions to take to minimise harm. H30 – Pupils learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). H31 – Pupils learn that household products (including medicines) can be harmful if not used correctly.	Wellbeing Online 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. Drugs Alcohol and Tobacco 1-The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Integrity – making good choices to keep safe Respect for self and others by staying safe		
Staying Safe Outside I know how to stay safe when I am out and about.	L1 – Pupils learn about what rules are, why they are needed and why different rules are needed for different situations. H8 – Pupils learn how to keep safe in the sun and protect skin from sun damage. H28 – Pupils learn about rules and age restrictions that keep us safe. H29 – Pupils learn to recognise risk in simple everyday situations and what action to take to minimise harm. H32 – Pupils learn ways to keep safe in familiar and unfamiliar environments (E.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. H33 – Pupils learn about the people whose job it is to help keep us safe H35 – Pupils learn about what to do if there is an accident and someone is hurt R15 – Pupils learn how to respond safely to adults they don't know.	Health Protection and Prevention 2-About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Personal Safety 2-. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Basic First Aid 2-Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries	Being Safe 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Integrity – making good choices to keep safe Respect for self and others by staying safe		

		Staying Safe Online I can keep myself safe when I use the internet.	L7 – Pupils learn about how the internet and digital devices can be used safely to find things out and to communicate with others. L8 – Pupils learn about the role of the internet in everyday life. L9 – Pupils learn that not all information seen online is true. H28 – Pupils learn about rules and age restrictions that keep us safe. H34 – Pupils learn basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. R14 – Pupils learn that sometimes people may behave different online, including by pretending to be someone they are not.	Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 11-. Where and how to report concerns and get support with issues online.	Online Safety and Awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Integrity – making good choices to keep safe Respect for self and others by staying safe
		The Underwear Rule I know my body belongs to me and how to keep my body safe.	R13 – To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R16 – Pupils learn about how to respond if physical contact makes them feel uncomfortable or unsafe. R17 – Pupils learn about knowing there are situations when they should ask for permission and also about when their permission should be sought. R18 – Pupils learn about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 11-. Where and how to report concerns and get support with issues online.	Families and People who care for me 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. Being Safe	Respect for yourself Integrity – making good choices to keep your body safe.

			R19 – Pupils learn basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe. R20 – Pupils learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.		1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3-That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	People who can help I know who to go to if I need help	H33 – Pupils learn about the people whose job it is to help keep us safe H35 – Pupils learn about what to do if there is an accident and someone is hurt. H36 – Pupils learn how to get help in an emergency (how to dial 990 and what to say). R1 – Pupils learn about the roles different people play in our lives. R5 – Pupils learn that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	Wellbeing Online 11-. Where and how to report concerns and get support with issues online. Basic First Aid 1-How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2-Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries	Families and People Who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Online Safety and Awareness		Integrity – making good choices to keep safe Respect for self and others by staying safe Service	

			R20 – Pupils learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. L16 – Pupils learn different jobs that people who work in the community do.		2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Being Safe 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
Year 2 - Spring 1	Relationships - VIPs	Who are your VIPs? I can talk about the very important people in my life and explain why they are special	R1 – Pupils learn about the roles different people play in our lives R2 – Pupils learn to identify the people who love and care for them and what they do to help them feel cared for. H33 – Pupils learn about the people whose job it is to keep us safe	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as 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 3-That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4-That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Achieve Caring Choices Conflict Cooperate Cooperation Disagreement Family Friend Friendship Group Happy Healthy Help Important Kind Listen Love Making Up Need Positive Safe Share Skills	Service – how other people serve us and how we serve those who are special to us. Respect/Compassion for and from those who are special to us.

					Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Solve Sort Special Support Talk Team Thoughtful Time Trust Trusted Adult	
		Families I can describe why families are important	R1 – Pupils learn about the roles different people play in our lives R2 – Pupils learn to identify the people who love and care for them and what they do to help them feel cared for. R3 – pupils learn about different types of families including those that may be different to their own (e.g. different numbers of siblings, living with grandparent or other family members, families with pets, etc.) R4 – pupils learn to identify common features of family life. R5 – Pupils learn that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. H33 – Pupils learn about the people whose job it is to keep us safe	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 6-That isolation and loneliness can affect children, and the benefits of seeking support.	Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as 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 3-That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. 4-That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Respect and compassion in a family. Service to and from family members	Respect and compassion in a family. Service to and from family members

				Being Safe 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	Friends I can describe what makes someone a good friend.	R6 – Pupils learn about how people make friends and what makes a good friendship. R7 – Pupils learn about how to recognise when they or someone else feels lonely and what to do. R21 – Pupils learn about what is kind and unkind behaviour and how this can affect others. H14 – Pupils learn how to recognise what others might be feeling H16 – Pupils learn about ways of sharing feelings; a range of words to describe feelings	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 6-That isolation and loneliness can affect children, and the benefits of seeking support. Wellbeing Online 2-Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		Respect and compassion and service between friends. Integrity and compassion when resolving friendship issues and helping those who feel lonely.

		Falling Out I can describe ways to help resolve arguments and disagreements between friends.	R8 – Pupils learn simple strategies to resolve arguments between friends positively. R9 – Pupils learn how to ask for help if a friendship is making them feel unhappy R10 – Pupils learn that bodies and feelings can be hurt by words and actions. R11 – Pupils learn about how people may feel if they experience hurtful behaviour or bullying R12 – Pupils learn that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying and the importance of telling a trusted adult. R16 – Pupils learn about how to respond if physical contact makes them feel uncomfortable or unsafe. R24 – Pupils learn how to listen to other people and play and work cooperatively R25 – Pupils learn how to talk about and share their opinions on things that matter to them.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Online Wellbeing 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6-How to manage conflict, and that resorting to violence is never right. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting	Respect, compassion and integrity when resolving friendship issues/disagreements.
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					bullying to an adult), and how to get help Being Safe 3-That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.		
	Working Together I can cooperate with others to achieve a task.	R21 – Pupils learn what is kind and unkind behaviour and how this can affect others. R22 – Pupils learn about how to treat themselves and others with respect and how to be polite and courteous. R24 – Pupils learn how to listen to other people and play and work cooperatively. R25 – Pupils learn how to talk about and share their opinions on things that matter to them.	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Compassion, respect and service to work together.	
	Showing You Care I can describe how I can show my special people that I care about them and understand why this is important.	R2 – Pupils learn to identify the people who love and care for them and what they do to help them feel cared for. R7 – Pupils learn about how to recognise when they or someone else feels lonely and what to do. R25 – Pupils learn to talk about and share their opinions on things that matter to them. H14 – Pupils learn how to recognise what others might be feeling H16 – Pupils learn about ways of sharing feelings; a range of words to describe feelings	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different	Families and People Who Care for Me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as 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 4-That stable, caring relationships are at the heart of safe and happy		Compassion and service towards others.	

				situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	families and are important for children's security as they grow up. Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		
Year 2 - Series 2	Relationships - Digital Wellbeing	The Internet and Me	L7 – Pupils learn about how the internet and digital devices can be used safely to find things out and to communicate with others	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques,	Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face	Access Activity Address Apps Comfortable	Integrity when using the internet

		I can talk about ways in which the internet is useful	L8 - Pupils learn about the role of the internet in everyday life	including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2-Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 10-That they have rights in relation to sharing personal data, privacy and consent.	relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Communicate Connected Device Download Electronic Fact Fake Healthy Helpful Hobbies Information Interests Internet Lie Mental Wellbeing Message Messaging Network News Offline Online Password Personal Information Picture Message Pretend Private Screen Time Sleep Social Media Surname Text Message True Trusted Adult Uncomfortable Video Call	Respect when communicating on the internet Excellence using the internet to improve ourselves
		Online and Offline I know how to balance screen time with other activities and understand why this is important	L7 – Pupils learn about how the internet and digital devices can be used safely to find things out and to communicate with others L8 - Pupils learn about the role of the internet in everyday life	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different	Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends.		Respect yourself by finding a balance of using internet and other activities. Integrity – making good choices about how long to spend on the internet

				times, and are not in themselves a sign of a mental health condition. Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Health Protection and Prevention 3-The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			
		Staying Safe Online I know how to stay safe online	H28. Pupils learn about rules and age restrictions that keep us safe H34. Pupils learn basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R14. Pupils learn that sometimes people may behave differently online, including by pretending to be someone they are not R15. Pupils learn how to respond safely to adults they don't know	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.11-. Where and how to report concerns and get support with issues online. 6-The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Online Safety and Awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.		Respect for yourself and others when using the internet Integrity to help us keep safe online.

					5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
		Personal Information I can explain why we keep personal information private	H28 – Pupils learn about rules and age restrictions that keep us safe H34 – Pupils learn basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them L9 – Pupils learn that not all information seen online is true	Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 9-How to understand the information they find online, including from search engines, and	Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of		Integrity – making good choices with personal information

				know how information is selected and targeted. 11-. Where and how to report concerns and get support with issues online.	the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		
		Communication Online I know how to communicate online in ways that show kindness and respect	R10. Pupils learn that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. Pupils learn about how people may feel if they experience hurtful behaviour or bullying R12. Pupils learn that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. Pupils learn that sometimes people may behave differently online, including by pretending	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel		Respect – communicating with respect online

			to be someone they are not R15. Pupils learn how to respond safely to adults they don't know L7. Pupils learn about how the internet and digital devices can be used safely to find things out and to communicate with others L8. Pupils learn about the role of the internet in everyday life	7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2-Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 11-. Where and how to report concerns and get support with issues online.	unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Safety and Awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to	
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					get advice e.g. family, school and/or other sources.		
		True or False? I understand that not everything on the internet is true	L9 – Pupils learn that not all information seen online is true	Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 9-How to understand the information they find online, including from search engines, and know how information is selected and targeted. 11-. Where and how to report concerns and get support with issues online.	Online Safety and Awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 3 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Integrity – understanding honesty
Year 2 - Summer	Health and Wellbeing - Think Positive	Think Happy, Feel Happy! I can understand how happy	H11 – Pupils learn about different feelings that humans can experience. H12 – Pupils learn how to recognise and name different feelings.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques,	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their	Achievement Angry Bored Calm Choice	Compassion towards yourself to create positive thinking.

		thoughts make me feel good	H13 – Pupils learn how feelings can affect people’s bodies and how they behave H17 – Pupils learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). H18 – Pupils learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good. H19 – Pupils learn to recognise when they need help with feeling; that it is important to ask help with feelings and how to ask for it.	including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Complain Concentrate Confused Decision Difficult Dislike Embarrassed Emotions Fears Fed Up Feelings Focus Frightened Frustrated Future Goal Gratitude Happy Healthy Helpful Like Lonely Mind Mindful Negative Nervous New Past Perseverance Positive Prefer Relaxed Resilience Respond Rest Sad Safe Shocked Thankful Thinking Thoughts Unhelpful Upset Worries	
	It’s Your Choice I can make good choices and consider the impact of my decisions.	H1 – Pupils learn about what healthy means and different ways to keep healthy H11 – Pupils learn about different feelings that humans can experience. H13 – Pupils learn how feelings can affect people’s bodies and how they behave. H18 – Pupils learn different things they can do to manage big feelings to help calm themselves. H19 – Pupils learn to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Caring Friendships 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of			Integrity – making good choices. Respecting yourself through your choices. Compassion towards my thoughts and feelings

			Wellbeing Online 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle. Healthy Eating 1-What constitutes a healthy diet (including understanding calories and other nutritional content). 2-Understanding the importance of a healthy relationship with food. Health Protection and Prevention 3-The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	
	Go-Getters I can set myself goals and consider how to achieve them.	H11 – Pupils learn about different feelings that humans can experience. H13 – Pupils learn how feelings can affect people’s bodies and how they behave. H16 – Pupils learn about ways of sharing feelings; a range of words to describe feelings. H18 – Pupils learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good. H19 – Pupils learn to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Excellence – setting goals and achieving them Compassion – to self when things are difficult/challenging

			H23 – Pupils learn to identify what they are good at, what they like and dislike. H24 – Pupils learn how to manage when finding things difficult	normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 10-That it is common to experience mental health problems, and early support can help.		
	Let it Out I can discuss my feelings and opinions with others and cope with difficult emotions.	H11 – Pupils learn about different feelings that humans can experience. H13 – Pupils learn how feelings can affect people’s bodies and how they behave. H16 – Pupils learn about ways of sharing feelings; a range of words to describe feelings. H18 – Pupils learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good. H19 – Pupils learn to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. H20 – Pupils learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. H24 – Pupils learn how to manage when finding things difficult R25 – pupils learn how to talk about and share their opinions on things that matter to them	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). 10-That it is common to experience mental health problems, and early support can help.	Families and People who care for me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.		Compassion for own feelings and feelings of others.

				Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	Be Thankful I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.	H11 – Pupils learn about different feelings that humans can experience H12 – Pupils learn how to recognise and name different feelings H13 – Pupils learn how feelings can affect people's bodies and how they behave. H17 – Pupils learn about things that help people feel good. R25 – pupils learn how to talk about and share their opinions on things that matter to them	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 10-That it is common to experience mental health problems, and early support can help.	Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as 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 Caring friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Gratitude
	Be Mindful I can focus on what is happening now and how I am feeling	H13 – Pupils learn how feelings can affect people's bodies and how they behave. H17 – pupils learn about things that help people feel good (E.g. playing outside, doing things they enjoy,	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest,	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong		Compassion – to your own feelings. Respect for self by acknowledging and dealing with feelings

			spending time with family, getting enough sleep). H18 – Pupils learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	sense of their own identity, including through developing skills and interests		
Year 2 - Summer 2	Health and Wellbeing - Growing up Taught in segregated gender groups. Letter shared with parents prior to this unit being taught.	Our Bodies I can name the main parts of our bodies.	H4 – Pupils learn about why sleep is important and different ways to rest and relax. H25 – Pupils learn to name the parts of the body. H26 – Pupils learn about growing and changing from young to old and how people's needs change. R13 – Pupils learn to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	Developing Bodies 2-The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Adulthood Advice Carers Caring Change Childhood Comfortable Consent Coping Curious Develop Differences Difficult Emotions Female Grandparents Independence Love Male Needs Opportunities Parents Private Parts Respect Responsibility Rules Safe Siblings Similarities Stereotype Touch Traditions Trusted Adult Uncomfortable Unique Worried Genitals Penis Testicles Scrotum Nipples Vagina Vulva	Respect for your own body. Gratitude for the wonderful body God has blessed us with.

		Is it Okay? I understand how to respect my own and other people's bodies.	L1 – Pupils learn about what rules are, why they are needed, and why different rules are needed for different situations. R13 – Pupils learn to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R16 – Pupils learn about how to respond if physical contact makes them feel uncomfortable or unsafe. R17 – Pupils learn about knowing there are situations when they should ask for permission and also when their permission should be sought. R18 – Pupils learn about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually) R19 – Pupils learn basic techniques for resisting pressure to do something they don't want to do and which makes them feel unsafe. R20 – Pupils learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help and the importance of keeping trying until they are heard. R22 – Pupils learn about how to treat themselves and others with respect.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Respect for your own and other people's bodies.	Respect for your own and other people's bodies.
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					5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	Pink and Blue I understand that we are all different and different people have different likes, dislikes and strengths.	L4 – Pupils learn about the different groups they belong to L6 – Pupils recognise the ways that they are the same as and different to other people L14 – Pupils learn that everyone has different strengths. H22 – Pupils learn to recognise the ways in which we are all unique. H23 – Pupils learn to identify what they are good at, what they like and dislike. R23 – Pupils learn to recognise ways in which they are the same and different to others.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Respecting differences Gratitude for what we have.	Respecting differences Gratitude for what we have.	
	Your Family, My Family I can talk about my family and other families	R3 – Pupils learn about different types of families including those that may be different to their own. R4 – Pupils learn to identify common features of family life	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or	Families and People Who Care for me 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 3-That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Respecting differences Gratitude for our families	Respecting differences Gratitude for our families	

				someone else's mental wellbeing or ability to control their emotions (including issues arising online).	4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 6-How to manage conflict, and that resorting to violence is never right. Respectful relationships 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Being safe 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	Getting Older I can describe how I have changed since I was a baby and how I will change as I get older.	H6 – Pupils learn about growing and changing from young to old and how people's needs change. H23 – Pupils to identify what they are good at and what they like and dislike. H26 – Pupils learn about growing and changing from young to old and how people's needs change. L5 – Pupils learn about the different roles and responsibilities people have in their community R25 – Pupils learn how to talk about and share their opinions on things that matter to them.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Developing Bodies 1-About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Families and People Who care for me 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character,	Respect for yourself Gratitude for the changes you have had and will have	Respect for yourself Gratitude for the changes you have had and will have	

					personality or backgrounds), or make different choices, or have different preferences or beliefs.		
		Changes I can describe things that might change in a person's life and how it might make them feel.	H6 – Pupils learn about growing and changing from young to old and how people's needs change. H11 – pupils learn about different feelings that humans can experience H12 – Pupils learn how to recognise and name different feelings H14 – Pupils learn how to recognise what others might be feeling. H15 – Pupils learn to recognise that not everyone feels the same at the same time or feels the same about the same things H16 – Pupils learn about ways of sharing feelings; a range of words to describe feelings. H20 – Pupils learn about change and loss; to identify feelings associated with this; to recognise what helps people to feel better. H27 – Pupils learn about preparing to move to a new class/year group. L5 – Pupils learn about the different roles and responsibilities people have in their community	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Families and People who Care For Me 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Compassion for hope people may feel when they go through changes.	Compassion for hope people may feel when they go through changes.

Year 3

Term	Module	Objectives	PSHE Association Objectives	Health Objectives	Relationships Objectives	Vocabulary	Faith and Values Links
Year 3 - Autumn 1	Relationships - Team	A New Start I can talk about changes and how they might make me feel.	H18 – Pupils learn about everyday things that affect feeling and the importance of expressing feelings. H19 – Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H23 – Pupils learn about change and loss and how these can affect feelings; ways of expressing and managing. H24 – Pupils learn problem solving strategies for dealing with emotions, challenges and change; including transition to new school/class. H36 – Pupils learn strategies to manage transitions between classes and key stages.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Families and People Who Care for Me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Achieve Actions Attitude Behaviours Benefit Body Language Change Collaboratively Communication Compromise Conflict Consequences Considerate Dispute Effect Emotion Facial Expression Feelings Goals Impact Individuals Interpret Listening Negotiation Reflect Resolution Resolve Responding Responsibility Teammates Teamwork Transition Unhelpful	Compassion – to myself during this change and to others who may be feeling differently. Excellence – How will we show excellence this year.
		Together Everyone I can explain how and why we should work well as a team	R10 - Pupils learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11 – Pupils learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties). R30 – Pupils learn that personal behaviour can affect other people R31 – Pupils learn ...that everyone including them should expect to be treated politely and with respect by others, in school and in wider society;	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Families and People Who Care for Me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful relationships		Respect – to yourself and others when working in a team Service – doing your part in the team. Integrity – doing the right thing by listening to everyone.

		strategies to improve or support courteous, respectful relationships. R33 – Pupils to learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. R34 – Pupils learn how to discuss and debate topical issues, respecting other people’s point of view and constructively challenge those who they disagree with. L30 -Pupils learn about some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation)		3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	
	Working Together I can describe how my actions and behaviours affect my team.	R15 - Pupils learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of actions on others. R30 – Pupils learn that personal behaviour can affect other people. L30 -Pupils learn about some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation)		Families and People Who Care for Me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust,	Respect – respecting others through our actions. Integrity – making the right choices in a team knowing that our actions affect others.

					sharing interests and experiences, and support with problems and difficulties. Respectful relationships 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	
		Being Considerate I can pay attention to and respond considerately towards others.	R10 – Pupils learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11 – Pupils learn what constitute a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Families and People Who Care for Me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships	Compassion – recognising how others are feeling and responding with compassion.

			apply to online friendships as face to face relationships. R14 – Pupils learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded and strategies for how to include them. R17 – Pupils learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have caring for other people and living things; how to show care and concern for others.	4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.	4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Respectful relationships 1-How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	
	When Things go Wrong I can describe why disputes might happen and strategies to resolve them.	R13 – Pupils learn the importance of seeking support if feeling lonely or excluded. R17 – Pupils learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R30 – Pupils learn that personal behaviour can affect other people; to recognise and model respectful behaviour online.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Respectful relationships 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage	Compassion, integrity and respect when resolving disputes.	

				6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	feelings, including disappointment and frustration. 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		
		Responsibilities I can talk about my responsibilities towards my team	R30 – Pupils learn that personal behaviour can affect other people; to recognise and model respectful behaviour online. L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L6 – Pupils learn about the different groups that make up their community; what living in a community means. L7 – Pupils learn to value the different contributions that people and groups make to the community. L30 – Pupils learn about some of the skills that will help them in their future careers	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7-The conventions of courtesy and manners. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about		Integrity and service – making sure you carry out your responsibility. Excellence

			(E.g. teamwork, communication and negotiation).		how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		
Year 3 - Autumn 2	Living in the Wider World - Diverse Britain	Living in Britain I can describe what it is like to live in Britain	L6 – Pupils learn about the different groups that make up their community; what living in a community means. L8 – Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities H25 – Pupils learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R33 – Pupils learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.		Families and People Who Care for Me 3-That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Care Celebrate Challenge Citizen Common Rights Concern County Culture Customs Debate Democracy Discrimination Discuss Diverse Diversity Equality Ethnic Freedom Government Human Rights Identity Liberty Multicultural National Polite Prejudice Protect Region Regional Religious Rights-Respecting Society Stereotype Tolerance Tradition Values	Respecting the different types of people and your own identity
		Democracy I can talk about what democracy is and understand why it is important.	L2 – Pupils learn to recognise there are human rights, that are there to protect everyone. L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L7 - Pupils learn to value the different contributions that people and groups make to the community.		Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Integrity of using democratic system. Respecting everyone's opinion.
		Rules, Laws and Responsibilities I can talk about what rules and laws are and my responsibility to follow them.	L1 – Pupils learn to recognise reasons for rules and laws; consequences of not adhering to rules and laws. L3 – Pupils learn about the relationship between rights and responsibilities.		Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different		Respecting the rules and laws and responsibilities Integrity – fulfilling your responsibilities and following the rules.

					contexts to improve or support their relationships.		
		Liberty I can talk about what liberty means and I can identify the rights of British People.	L2 – Pupils learn to recognise there are human rights, that are there to protect everyone. L3 – Pupils learn about the relationship between rights and responsibilities. L9 – Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes H25 – Pupils learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). R31 – Pupils learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone including them should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		Respecting my rights and the rights of others.
		Tolerance and Respect I can describe a diverse society and talk about why it is important?	L2 – Pupils learn to recognise there are human rights, that are there to protect everyone. L3 – Pupils learn about the relationship between rights and responsibilities. L8 – Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L10 – Pupils learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. R21 – Pupils learn about discrimination: what it means and how to challenge it. R32 – Pupils learn about respecting the differences and similarities between people and recognising what they have in common with others (E.g. physically, in personality or background). R33 – Pupils learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.		Respectful Relationships 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.- 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or		Respecting my rights and the rights of others

Year 3 - Spring 1					lead to bullying and how to challenge a stereotype.		
		What does it mean to be British? I can explain what being British means to me and to others	L6 – Pupils learn about the different groups that make up their community; what living in a community means. L8 – Pupils learn about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities R33 – Pupils learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. R34 – Pupils learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.		Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Respecting differences and opinions.
	Relationships - Be Yourself	Pride in Achievements I can say the things about myself that I am proud of	L25 – Pupils learn to recognise positive things about themselves and their achievements. H18 – Pupils learn about everyday things that affect feelings and the importance of expressing those feelings. H25 – Pupils learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). H27 – Pupils learn to recognise their individuality and personal qualities. H28 – Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth. R31 – Pupils to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone including them should expect to be treated with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Achievements Actions Advertisements Assertive Comfortable Confident Consequences Dares Effects Emotional Forceful Gloating Hide Impact Influence Manipulated Mind Mistake Positive Pressure Pushy Resist Resolution Resolve Right Rude Scared Sorry Strategies Strengths Support	Excellence – striving for the best and recognising your achievements. Gratitude – be thankful when we have achieved something. Respect – for oneself and your achievements.
		Feelings I can identify the feelings I have and describe how different emotions feel.	H17 – Pupils learn to recognise that feelings can change over time and range in intensity H18 – Pupils learn about everyday things that affect feelings and the importance of expressing feelings H19 – Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.	General Wellbeing 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at	Families and People Who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. Caring friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness,		Compassion – to yourself by recognising and responding to your feelings.

			H23 – Pupils learn about change and loss, including death and how these can affect feelings, ways of expressing and managing grief and bereavement. R13 – Pupils learn the importance of seeking support if feeling lonely or excluded.	different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 8-That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. -9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		
	Express yourself I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.	H18 – Pupils learn about everyday things that affect feelings and the importance of expressing feelings H19 – Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20 – Pupils learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H22 – Pupils learn to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.	General Wellbeing 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). 10-That it is common to experience mental health problems, and early support can help.	Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Compassion – to yourself by recognising feelings and using strategies to cope and talk about them.	
	Know Your Mind	R15 – Pupils learn strategies for recognising and managing peer influence	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise,	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including		Integrity – speaking up for	

		I know how to be assertive	and a desire for peer approval in friendship. R28 – Pupils learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29 – Pupils learn where to get advice and report concerns if worried about their own or someone else's personal safely (including online) R31 – Pupils learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone including them, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships.	nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		the truth/what is right. Respect – for yourself by knowing your rights and how to be assertive when needed.
		Media-Wise I can explore messages given by the media and decide if they are helpful or harmful	L11 – Pupils learn to recognise ways in which the internet and social media can be used both positively and negatively. L12 – Pupils learn to assess the reliability of sources of information online and how to make safe reliable choices from search results. L16 – Pupils learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2-Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 4-How to consider the impact of their online behaviour on others, and how to	Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Relationships 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share		Respect – self-respect when engaging with media. Integrity – making good choices online

				recognise and display respectful behaviour online. 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9-How to understand the information they find online, including from search engines, and know how information is selected and targeted.	information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.		
		Making it Right I can identify different strategies I can use if I make a mistake.	R30 – Pupils learn that personal behaviour can affect other people. H24 – Pupils learn problem solving strategies for dealing with emotions, challenges and change including the transition to new schools. H27 – Pupils learn to recognise their individuality and personal qualities. H28 – Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. H29 – Pupils learn about how to manage setbacks, perceive failures, including how to reframe unhelpful thinking.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For		

Year 3 - Spring 2					example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		
	Health and Wellbeing - It's my body Letter to be sent to parents in advance of teaching this unit	My Body, My Choice I know I can choose what happens to my body and how to say no.	R18 – Pupils learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable, how to manage this and ask for support if necessary R22 – Pupils learn about privacy and personal boundaries R25 – Pupils learn to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R26 – Pupils learn about seeking and giving permission (consent) in different situations. R27 – Pupils learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. R31 – Pupils learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Families and People Who Care for Me 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. Being Safe 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	Addiction Allergies Balanced Bedtime Caffeine Childline Consent Consequence Contagious Decision Dietary Drugs Habit Harmful Health Heart Rate Hormones Hydrated Hygiene Immunisation Independence Infection Prescription Resilience Routine Sleep Hygiene Trusted Adult Vaccinations Vitamins	Respect to yourself Integrity of your body.
		Fit as a Fiddle I know how to keep my body healthy	H1 – Pupils learn how to make informed decisions about health. H2 – Pupils learn about the elements of a balanced, healthy lifestyle. H3 – Pupils learn about choices that support a healthy lifestyle and recognise what might influence these. H6 – Pupils learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risk associated with not eating a healthy diet including obesity and tooth decay. H7 – Pupils learn how regular (daily/weakly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile) recognise opportunities to be physically	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle. 2-The importance of building regular physical activity 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, moderate and/or vigorous physical activity.	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Respect of your own body Integrity – making the right choices to maintain integrity of your body. Gratitude – showing gratitude for your body by treating it well

			active and some of the risks associated with inactive lifestyle. H11 – Pupils learn how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).	3-The risks associated with an inactive lifestyle, including obesity. 4-How and when to seek support including which adults to speak to in school if they are worried about their health Healthy Eating 1-What constitutes a healthy diet (including understanding calories and other nutritional content). 2-Understanding the importance of a healthy relationship with food. 4-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs Alcohol and Tobacco 1-The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Health Protection and Prevention 3-The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4-About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.		
	Good Night, Good Day I know why it is important to get enough sleep	H1 – Pupils learn how to make informed decisions about health. H2 – Pupils learn about the elements of a balanced, healthy lifestyle. H3 – Pupils learn about choices that support a healthy lifestyle and recognise what might influence these. H4 – Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H8 – Pupils learn about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. Health Protection and Prevention 3-The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The		Respect for your own body and its needs Compassion for yourself by understanding and listening to the needs of your body Integrity – making the best choices for your body	

				impact of poor sleep on weight, mood and ability to learn.			
		Cough, Splutter, Sneeze I know how good hygiene helps to stop the spread of disease.	H1 – Pupils learn how to make informed decisions about health. H4 – Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5 – Pupils learn about what good physical health means; how to recognise early signs of physical illness H9 – Pupils learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. H10 – Pupils learn how medicines when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H14 – Pupils learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	Physical Health and Fitness 4-How and when to seek support including which adults to speak to in school if they are worried about their health Health Protection and Prevention 1-How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 5-About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 6-The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Respect your body and others by keeping good hygiene Gratitude for good health. Integrity – making good choices to maintain hygiene and prevent spread of disease.
		Medicines: Healing or Harmful? I know how to take medicine safely and keep safe around medicines <i>(Note – this lesson should focus on medicine. Drugs such as cigarettes, vaping, alcohol and nicotine will be covered in subsequent years)</i>	H1 – Pupils learn how to make informed decisions about health. H10 – Pupils learn how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H38 – Pupils learn how to predict, assess and manage risk in different situations. H40 – Pupils learn about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully).	Physical Health and Fitness 4-How and when to seek support including which adults to speak to in school if they are worried about their health Drugs Alcohol and Tobacco 1-The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Integrity – being responsible and safe around medicines. Respect – for your body by keeping safe.
		Choices Everywhere I know how to make better choices and choose healthy habits	H1 – Pupils learn how to make informed decisions about health. H2 – Pupils learn about the element of a balanced, healthy lifestyle H3 – Pupils learn about choices that support a healthy lifestyle and recognise what might influence these. H4 – Pupils learn how to recognise that habits can have both a positive and negative effect on a healthy lifestyle.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. Physical Health and Fitness	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.		Respect - for your own body Integrity – making the right/good choices

			H11 – Pupils learn how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). H12 – Pupils learn about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.	4-How and when to seek support including which adults to speak to in school if they are worried about their health Healthy Eating 4-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Health Protection and Prevention 4-About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.			
Year 3 - Summer 1	Living in the Wider World - Money Matters	Where does money come from? I can explain what skills are needed for a range of jobs and why people go to work.	L10 – Pupils learn what money is, forms that money comes in; that money comes from different sources. L26 – Pupils learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career L29 – Pupils learn that some jobs are paid more than others and money is one fact which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. L31 – Pupils learn to identify the kind of job that they might like to do when they are older L32 – Pupils recognise a variety of routes into careers (e.g. college, apprenticeship, university)	/	/	Advertisement Advertising Balance Benefits Borrow Budget Cash Change Consumer Credit Debit Debt Employment Environment Ethical Financial Gain Gambling Gift Impact Influence Interest Loan Owe Payment Priority Profit Repay Repayments Savings Spending Tax Unmanageable	Gratitude for money we have and the hard work that has gone into earning it Excellence – aspirations and goals for the future. Integrity – earning an honest living
		Ways to Pay I can explain different ways people pay for things.	L17 – Pupils learn about different ways to pay for things and choices people have about this. L22 – Pupils learn about risks associated with money (e.g. Money can be won, lost or stolen) and ways of keeping money safe.	/	/		Integrity – making good choices with money. Respecting belongings and earnings
		Lending and Borrowing I can explain ways people can borrow money and discuss some consequences of borrowing.	L17 – Pupils learn about different ways to pay for things and choices people have about this. L18 – Pupils learn to recognise that people have different attitudes towards saving and spending money; what influences people's decisions. L20 – Pupils learn to recognise that people make spending decisions based on priorities, needs and wants.	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Respect for yourself and money Integrity – making good choices with money and living within your means

Year 3 - Summer 2			L22 – Pupils learn about risks associated with money and ways of keeping money safe. L24 – Pupils learn to identify the ways that money can impact on people's feelings and emotions.				
		Priorities I can explain the difference between things we want and things we need and the different decisions people have to make about how to spend their money	L12 – Pupils learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want. L20 – Pupils learn to recognise that people make spending decisions based on priorities, needs and wants.	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Integrity – making good choices with money
		Advertising I can explain how adverts try to influence our spending and why they do this.	L18 – Pupils learn to recognise that people have different attitudes towards saving and spending money; what influences people's decisions. L20 – Pupils learn to recognise that people make spending decisions based on priorities, needs and wants	/	/		Integrity – making good choices with money.
		Keeping Track I can explain ways I can keep track of what I spend and why it is important to do this.	L20 – Pupils learn to recognise that people make spending decisions based on priorities, needs and wants. L21 – Pupils learn different ways to keep track of money.	/	/		Integrity – making good choices with money.
	Living in the Wider World - Aiming High	Achievements I can identify achievements and suggest how my actions can help me achieve.	L25 – Pupils learn to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. H27 – Pupils learn to recognise their individuality and personal qualities H28 – Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Accomplish Action Attribute Background Behaviour Challenge Curriculum Vitae/CV Determination Develop Effort Employer Equal Experience Fair Gender Growth Mindset Information	Excellence – recognising our achievements Gratitude – thanking Allah for our achievements and opportunities
		Goals	L25 – Pupils learn to recognise positive things about themselves and their	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health,	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of		Excellence – striving to better oneself.

		I can identify personal goals and suggest actions I can take to achieve them.	achievements; set goals to help achieve personal outcomes. H28 – Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Learning Obstacles Opportunities Race Resilience Responsibilities Role Setbacks Stereotype Strive Target Responsibilities Role Setbacks Stereotype Strive Target	
		Always Learning I can explain how a positive learning attitude can help me learn new things	L25 – Pupils learn to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. H28 – Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. H29 – Pupils learn about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Excellence – positive attitude to learning.
		Jobs and Skills I can identify the skills and attributes needed to do certain jobs.	L26 – Pupils learn that there is a broad range of different jobs/careers that people can have and that people often have more than one career/type of job during their life. L28 – Pupils learn about what might influence people’s decisions about a job or career (e.g. personal interests and values, family and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). L29 – Pupils learn that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work that is unpaid. L30 – Pupils learn about some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation).	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		Excellence – aspiring for the future Service – serving others with our skills through our profession. Does our profession serve Allah?
		No Limit! I understand that we should all have equal	L9 – Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in		Excellence – aspiring for the future.

		opportunities to follow our career ambitions.	L26 – Pupils learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. L27 – Pupils learn about stereotypes in the workplace and that a person's career aspirations should not be limited by the. L28 – Pupils learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).	rest, time spent with friends and family, as well as hobbies, interests and community participation.	character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		Gratitude – for the opportunities we have
		When I Grow Up I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.	L26 – Pupils learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L28 – Pupils learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). L30 – Pupils learn about some of the skills that will help them in their future careers (E.g. teamwork, communication and negotiation). L31 – Pupils learn to identify the kind of job that they might like to do when they are older. H28 – Pupils learn to identify personal strengths, skills, achievement and interest and how these contribute to a sense of self-worth.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		Excellence – striving to achieve our aspirations

Year 4

Term	Module	Objectives	PSHE Association Objectives	Health Objectives	Relationships Objectives	Vocabulary	Faith and Values Links
Year 4 - Autumn 1	Relationships - VIPs	Family and Friends I can identify my important people and know how and why to respect them.	R1 – Pupils learn to recognise that there are different types of relationships (E.g. friendships, family relationships, online relationships, etc.) R6 – Pupils learn that a feature of a positive family life is caring relationships; about the different ways in which people care for one another. R8 – Pupils learn to recognise other shared characteristics of a healthy family life; including commitment, care, spending time together, being there for each other in times of difficulty R9 - Pupils learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. R10 – Pupils learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11 – Pupils will learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face to face relationships. R16 – Pupils learn how friendships can change over time; about making new friends and the benefits of having different types of friend. R30 – Pupils learn that personal behaviour can affect other people; to recognise and model respectful behaviour online.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 6-That isolation and loneliness can affect children, and the benefits of seeking support.	Families and People Who Care For me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as 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 4-That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Respectful Relationships 1-How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or	Acquaintances Actions Alternatives Anonymous Antibullying Arguments Behaviour Bully Bullying Compromise Consequences Consideration Cyber Dares Decisions Differences Discrimination Disputes Diversity Equality Equity Falling Out Honest Impact Interests Kindness Loyal Negotiation Opinions Prejudice Prejudiced Reflect Resolving Respect Strategies Support Network Teasing Thought Unhealthy Victim Views VIPs	Compassion and respect when making and maintaining relationships

					make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		
		Fabulous Friends I can explain how to make and maintain fabulous friendships.	R10 – Pupils learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11 – Pupils learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as face to face friendships. R14 – Pupils learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R16 – Pupils learn how friendships can change over time, about making new friends and the benefits of having different types of friends. R30 – Pupils learn that personal behaviour can affect other people; to recognise and model respectful behaviour online.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Safety and Awareness		Respect and compassion in making and maintaining friendships

					1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure	
	Is this a Good Relationship? I can identify my own support network.	R1 – Pupils learn to recognise that there are different types of relationships (e.g. friendships, family relationships, online friendships). R9 – Pupils learn how to recognise if family relationships are making them feel unhappy or unsafe. R10 – Pupils learn about the importance of friendships, strategies for building positive friendships; how positive friendships support wellbeing. R11 – Pupils learn about what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as face-to-face relationships R15 – Pupils learn strategies for recognising and managing peer influence and desire for peer approval in friendships; to recognise the effect of online actions on others. R18 – Pupils learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22 – Pupils learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R25 – Pupils recognise different types of physical contact, what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R26 – Pupils learn about seeking and giving permission (consent) in different situations R27 – Pupils learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 6-That isolation and loneliness can affect children, and the benefits of seeking support. Wellbeing Online 2-Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	Families and People Who Care For Me 2-The characteristics of safe and happy family life, such as 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 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Respect and compassion in relationships. Integrity – making good choices to be a good friend/family member	

			be agreed to and when is it right to break confidence or share a secret.		8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3-That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	Falling out I can demonstrate strategies for resolving conflicts	R13 – Pupils learn the importance of seeking support if feeling lonely or excluded. R17 – Pupils learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.	Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be		Integrity and respect as well as compassion when resolving disputes.	

					worked through so that the friendship is repaired or even strengthened. 6-How to manage conflict, and that resorting to violence is never right. Respectful Relationships 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		
	Bullying I can identify what bullying is	R14 – Pupils learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R18 – Pupils learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. R19 – Pupils learn about the impact of bullying, including offline and online and the consequences of hurtful behaviour. R21 – Pupils learn about discrimination, what it means and how to challenge it L10 – Pupils learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) Wellbeing Online	Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-How to manage conflict, and that resorting to violence is never right. 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders	Integrity – standing by the truth and what is right. Respect – for everyone Compassion for others		

				8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults	(primarily reporting bullying to an adult), and how to get help 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. Online Safety and Wellbeing 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		
		Anti-bullying I know what to do if someone is being bullied	R14 – Pupils learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R18 – Pupils learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. R19 – Pupils learn about the impact of bullying, including offline and online and the consequences of hurtful behaviour. R20 – Pupils learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate exclusion of others); how to report concerns and get support. R21 – Pupils learn about discrimination, what it means and how to challenge it L10 – Pupils learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) Wellbeing Online 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults 11-. Where and how to report concerns and get support with issues online.	Families and People Who care about me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		Integrity – standing by the truth and what is right. Respect – for everyone Compassion for others
Year 4 - Autumn 2	Health and Wellbeing - Think Positive	Happy Minds, Happy People I understand that having a positive	H3 – Pupils learn about choices that support a healthy lifestyle and recognise what might influence thee. H4 – Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family,	Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. Caring Friendships	Anger Anxious Attitude Aware Brain Brave Breathing	Compassion and respect towards self. Gratitude to develop a positive mindset

		attitude is good for our mental health.	H15 – Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16 – Pupils learn about strategies and behaviours that support mental health – including how positive thinking, good quality sleep, physical exercise/time outdoors, being involved in the community groups, doing things for others, clubs and activities, hobbies, spending time with family and friends can support mental health and wellbeing. H19 – Pupils learn a varied vocabulary to use when talking about feelings, about how to express feelings in different ways H22 – Pupils learn to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 10-That it is common to experience mental health problems, and early support can help. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle. Healthy Eating 1-What constitutes a healthy diet (including understanding calories and other nutritional content). 2- Understanding the importance of a healthy relationship with food.	1-How important friendships are in making us feel happy and secure, and how people choose and make friends. Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Challenge Changes Chemicals Consequences Control Curious Determination Different Distract Dopamine Effort Embarrassment Endorphins Exciting Experience Failure Flexible Grief Guilt Happiness Jealousy	
	Thoughts and Feelings I can recognise and manage positive and negative thoughts effectively.	H3 – Pupils learn about choices that support a healthy lifestyle and recognise what might influence thee. H4 – Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H15 – Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16 – Pupils learn about strategies and behaviours that support mental health – including how positive thinking, good quality sleep, physical exercise/time outdoors, being involved in the community groups, doing things for others, clubs and activities, hobbies, spending time with family and friends can support mental health and wellbeing. H17 – Pupils learn to recognise that feelings can change over time and range in intensity H18 – Pupils learn about everyday things that can affect feelings and the importance of expressing feelings H19 – Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H29 – Pupils learn about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle.	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Joy Mental Health Mindfulness Mistakes Oxytocin Peace Perseverance Practise Prepare Problem Relax Represent Sadness Serotonin Shame Strategies Strengths Success Techniques Uncomfortable Unpleasant Weakness Worry	Compassion and respect toward self when managing thoughts and feelings	

		Changes I understand that some changes can be difficult but there are things we can do to cope	H17 – Pupils learn to recognise that feelings can change over time and range in intensity H18 – Pupils learn about everyday things that can affect feelings and the importance of expressing feelings H20 – Pupils learn strategies to respond to feelings including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H23 – Pupils learn about change and loss, including death and how these can affect feelings; ways of expressing and managing grief and bereavement. H24 – Pupils learn problem solving strategies for dealing with emotions, challenges and change, including transition to new schools/classes. H36 – Pupils learn strategies to manage transitions between classes and key stages. R13 – Pupils learn the importance of seeking support if feeling lonely or excluded	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 8-That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Families and People Who Care for Me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.		Respect and compassion toward self Excellence – using strategies to keep trying when things are difficult
		Keep Calm and Relax I have strategies including mindfulness techniques to help me keep calm and relax.	H15 – Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16 – Pupils learn about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in the community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H20 – Pupils learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	/		Respect and compassion towards oneself.

Year 4	Health and Wellbeing - Safety First		respond to feelings appropriately and proportionately in different situations.			Ambulance Casualty Choices Comfortable	
		You're the Boss I can identify uncomfortable emotions and manage them effectively.	H3 – Pupils learn about choices that support a healthy lifestyle and recognise what might influence these. H15 – Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16 – Pupils learn about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in the community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H18 – Pupils learn about everyday things that affect feelings and the importance of expressing feelings. H19 – Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20 – Pupils learn strategies to respond to feelings including intense, or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21 – Pupils learn to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22 – Pupils learn to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10-That it is common to experience mental health problems, and early support can help. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle.	Families and People Who Care for me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.		Compassion towards yourself
		Always Learning I can apply a positive attitude to learning and take on new challenges	H4 – Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle H28 – Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. H29 – Pupils learn about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Excellence – a positive attitude to learning and taking on challenges Also understanding humility
Year 4	Health and Wellbeing - Safety First	Responsibilities I can be responsible for	H1 – Pupils learn how to make informed decisions about health.	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include	Ambulance Casualty Choices Comfortable	Integrity – making good choices to stay healthy and safe.

		making good choices to stay safe and healthy	H35 – Pupils learn about the new opportunities and responsibilities that increasing independence may bring. H37 – Pupils learn reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well being with reference to social media, television programmes, films, games and online gaming. H38 – Pupils learn how to predict and assess and manage risk in different situations	6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6-The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	learning about boundaries in play and in negotiations about space, toys, books, resources etc. 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources	Cycling Dangerous Dare Depth Electricity First-Aid Graze Impact Independent Inhaler Injection Injury Instructions Medicines, Paramedic Peer Pressure Physical Right Road Safety Safety Scald Shock Uncomfortable Vaccine Water Safety Wellbeing .	Respecting yourself by staying healthy and safe.
		Risks, Hazards and Dangers I can identify a risky situation and act responsibly	H38 – Pupils learn how to predict, assess and manage risk in different situations. H39 – Pupils learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. H41 – Pupils learn strategies for keeping safe in the local environment or unfamiliar places (Rail, water, road) and firework safety; safe use of digital devices when out and about. R24 – Pupils learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R29 – Pupils learn where to get advice if worried about their own or someone else's personal safety (including online)	Personal Safety 1-About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2-. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Basic First Aid 1-How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Being Safe 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources		Integrity – making good choices to keep safe Respect yourself by staying safe Excellence – acting responsibly and using what you know to stay safe.
		Under Pressure I understand that I can choose not to do something that makes me feel uncomfortable	H38 – Pupils learn how to predict, assess and manage risk in different situations. R9 – Pupils learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. R15 – Pupils learn strategies for recognising and managing peer influence and a desire for peer approval in friendships. R18 – Pupils learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; to to	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Wellbeing Online 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6-The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Families and People Who Care for Me 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.		Integrity – making choices that are right Respect yourself by not being pressured to do things you are not comfortable with.

			manage this and ask for support if necessary. R28 – Pupils learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29 – Pupils learn where to get advice if worried about their own or someone else's personal safety (including online)		5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 11-How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go	
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					for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources	
	Safety when Out and About I know how to be safe when out and about	H35 – Pupils learn about the new opportunities and responsibilities that increasing independence brings H38 – Pupils learn how to predict, assess and manage risk in different situations. H41 – Pupils learn strategies for keeping safe in the local environment or unfamiliar places (Rail, water, road) and firework safety; safe use of digital devices when out and about.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. Personal Safety 1-About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2-. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.			Integrity – being responsible and making good choices when out to keep yourself safe. Respecting yourself and others when out by keeping safe
	Stay Safe Online I can keep myself safe when I use the internet	H37 – Pupils learn reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H38 – Pupils learn how to predict, assess and manage risk in different situations H42 – Pupils learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; and what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. R12 – Pupils learn to recognise what it means to ‘know someone online’ and how this differs from knowing someone	Wellbeing Online 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6-The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 10-That they have rights in relation to sharing personal data, privacy and consent.	Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.		Integrity – making good choices when using the internet Respect – when interacting online for self and others. Excellence – using the internet in useful ways that are purposeful

Year			face to face; risks of communicating online with others not known face to face. R22 – pupils learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R23 – Pupils learn about why someone may behave different online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. R29 – Pupils learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	11-. Where and how to report concerns and get support with issues online.	3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
		Injuries and Emergencies I know how to respond in emergency situations	H43 – Pupils learn about what is meant by first aid; basic techniques for dealing with common injuries H44 – Pupils learn how to respond and react in an emergency situation; how to identify situations that might require emergency services; know how to contact them and what to say	Basic First Aid 1-How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2-Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries	/		Excellence – learning skills to help deal with different situations Service – to others in an emergency.
		The Digital World	H13 – Pupils learn about the benefits of the internet; the importance of balancing	General Wellbeing	Caring Friendships	Balance Behaviour	Integrity – making good

	Relationships - Digital Wellbeing	I can identify the positives and negatives of being online	time online with other activities; strategies for managing time online. L11 – Pupils learn to recognise ways in which the internet and social media can be used both positively and negatively	1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2-Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go	Bullying Communicating Online Concerns Connected Devices Consequences Cyberbullying Discrimination Disrespect Face-To-face Forward Harassment Harmful Content Images Impact Information Sharing Manipulated Misinformation Name-Calling Permission Positive Privacy Ranking Relationships Reliability Report Respect Restrictions Risks Rules Safety Search Results Share Shared Information Social Media Support Targeted Trusted Adult Information Teasing Text Trolling Videos	choices online and with time Respect – respecting ourselves and others online.
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					for advice and support when they feel worried or concerned about something they have seen or engaged with online.		
		Digital Kindness I can be kind online and I can help make the internet a safer place.	R19 – Pupils learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20 - Pupils learn about strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21 – Pupils learn about discrimination: what it means and how to challenge it.	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 77-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 111-. Where and how to report concerns and get support with issues online.	Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help Online Safety and awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older		Compassion when online

					social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online .Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
		Do I know you? I know how to stay safe when communicating online and what to do if I don't feel safe.	R12 - Pupils learn to recognise what it means to 'know someone online' and how this differs from knowing someone face to face; risks of communicating online with others not known face-to-face R23 – Pupils learn about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24 – Pupils learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 11-. Where and how to report concerns and get support with issues online.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Online Safety and Awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to		Integrity, Respect for self

					recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
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		Online Information I can decide how reliable online information is and know how to share information responsibly online	L12 – Pupils learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14 – Pupils learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L16 – Pupils learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 9-How to understand the information they find online, including from search engines, and know how information is selected and targeted. 11-. Where and how to report concerns and get support with issues online.	Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful relationship 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Safety and awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel	Integrity, Excellence
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					worried or concerned about something they have seen or engaged with online Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
		Keep it Private I can identify things we shouldn't share online and give reasons why we shouldn't share them	H42 – Pupils learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R22 – Pupils learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R28 – Pupils learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L13 – Pupils learn about some of the different ways information and data is shared and used online, including for commercial purposes	General Wellbeing 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 11-. Where and how to report concerns and get support with issues online.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online safety and awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about		Integrity Respect for self and information

					themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online Being safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
		My Digital Wellness I understand how technology can affect our wellbeing in different ways	H37 – Pupils learn reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming R15 – Pupils learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others L15 – Pupils learn recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried	Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or		

				about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6-The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 11-. Where and how to report concerns and get support with issues online.	make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online safety and awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe	
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					1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
Year 4 - Summer 1	Health and Wellbeing - It's my body (UKS2 unit) Letter to parents to be sent prior to teaching unit	Your Body is Your Own I know that my body belongs to me and that I have control over what happens to it.	R18 – Pupils to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable, how to manage this and ask for support if necessary. R22 – Pupils learn about privacy and personal boundaries; what is appropriate in friendship and wider relationships (including online) R25 – Pupils learn to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R26 – Pupils learn about seeking and giving permission (consent) in different situations. R27 – Pupils learn about keeping something confidential or secret, when this should (e.g. birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online 44-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Families and People who care for me 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online safety and awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure Being Safe	Addictive Advertising Age Restrictions Appearance Appropriate Autonomy Balanced Lifestyle Beauty Boundaries Care Cleanliness Control Damage Dangerous Dental Deprivation Effects Emotional Healthy Eating Impact Influence Looks Media Meditation Mental Mindfulness Negative Nicotine Oral Perfect Physical Platform Positive Pressure Protect Respect Responsibility Rest Rights Self-Confidence Stereotype Substances	Respect for your own body. Integrity – making choices to protect your own body.

					1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Sun Exposure Support Tell Unwanted Wellbeing Alcohol Cigarettes E-Cigarettes Illegal Legal Nicotine Restricted Tobacco Vaping Vapes Vape Pens	
		Exercise Right, Sleep Tight I understand why getting enough exercise and enough sleep is important.	H1 – Pupils learn how to make informed decisions about health H2 – Pupils learn about the elements of a balanced, healthy lifestyle H3 – Pupils learn about choices that support a healthy lifestyle, and what might influence these H4 – Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7 – Pupils learn how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. H8 – Pupils learn about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle. 2-The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3-The risks associated with an inactive lifestyle, including obesity. Health Protection and prevention 3-The importance of sufficient good quality sleep for health, the amount of	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Integrity – making choices to support the health of your body Respect – respecting your body through the choices you make.	Integrity – making choices to support the health of your body Respect – respecting your body through the choices you make.

				sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			
		Taking Care of our Bodies I know how to take care of my body	H1 – Pupils learn how to make informed decisions about health H2 – Pupils learn about the elements of a balanced, healthy lifestyle H3 – Pupils learn about choices that support a healthy lifestyle, and what might influence these H4 – Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5 – Pupils learn about what good physical health means; how to recognise early signs of physical illness H6 – Pupils learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H9 – Pupils learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. H10 – Pupils learn how medicines when used responsibly contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11 – Pupils learn how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks) such as fruit juices, smoothies and fruit teas; the effects of smoking) H12 – Pupils learn about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health Wellbeing Online 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle. 4-How and when to seek support including which adults to speak to in school if they are worried about their health Eating healthy 1-What constitutes a healthy diet (including understanding calories and other nutritional content). 2-Understanding the importance of a healthy relationship with food. 3-The principles of planning and preparing a range of healthy meals 4-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Health Protection and Prevention 1-How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Being safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Respect your body by taking care of it. Integrity – making good choices for your body.	Respect your body by taking care of it. Integrity – making good choices for your body.

				2-About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3-The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4-About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5-About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 6-The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.			
		Harmful Substances I understand the harmful effects of using drugs, including nicotine, alcohol and tobacco	H40 – Pupils learn about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully) H46 – Pupils learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H47 – Pupils learn to recognise that there are laws surrounding the use of legal drugs H48 – pupils learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines) H49 – Pupils learn about the mixed messages in the media about drugs including alcohol and smoking/vaping H50 – Pupils learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. R28 – Pupils learn how to recognise pressure from others to do something	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Physical Health and Fitness 4-How and when to seek support including which adults to speak to in school if they are worried about their health Healthy Eating 4-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, Alcohol and Tobacco 1-The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 3-That each person’s body belongs to them, and the differences between	Integrity – following the rules and instructions to stay safe. Respect – respect yourself by looking after your body.	Integrity – following the rules and instructions to stay safe. Respect – respect yourself by looking after your body.

			unsafe or that makes them feel uncomfortable and strategies for managing this.		appropriate and inappropriate or unsafe contact, including physical contact. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	How we Think and Feel about our Bodies. I understand what a positive body image is	H3 – Pupils learn about choices that support a healthy lifestyle; and recognise what might influence these. H27 – Pupils learn to recognise their individuality and personal qualities L9 – Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes toward others; strategies for challenging stereotypes. L11 – Pupils learn to recognise ways in which the internet and social media can be used both positively and negatively. L14 – Pupils learn about how information on the internet is ranked, selected and targeted at specific individuals and groups L16 – Pupils learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliable of sources and identify misinformation. R31 – Pupils learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them to expect to be treated politely and with respect in school and in wider society.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. Wellbeing Online 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 9-How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Respect for your own body. Gratitude for your body	Respect for your own body. Compassion for self Gratitude for your body	
	Healthy Choices I can make informed choices in order to look after my physical and mental health.	H1 – Pupils learn how to make informed decisions about health H2 – Pupils learn about the elements of a balanced, healthy lifestyle H3 – Pupils learn about choices that support a healthy lifestyle, and what might influence these H4 – Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5 - Pupils learn about what good physical health means; how to recognise early signs of physical illness H6 – Pupils learn about what constitutes a healthy diet;; how to plan basic healthy meals; benefits of health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health Wellbeing Online 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.	Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 3-That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 7-How to ask for advice or help for themselves or others, and to keep trying	Integrity – making good choices to maintain good health Respect for yourself by looking after your health.	Integrity – making good choices to maintain good health Respect for yourself by looking after your health.	

			H14 – Pupils learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. H15 – Pupils learn that mental health, just like physical health is part of daily life; the importance of taking care of mental health.	Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle. 4-How and when to seek support including which adults to speak to in school if they are worried about their health Healthy Eating 1-What constitutes a healthy diet (including understanding calories and other nutritional content). 2-Understanding the importance of a healthy relationship with food. 4-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Health Protection and Prevention 1-How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2-About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3-The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4-About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5-About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Drugs Alcohol and Tobacco 1-The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	until they are heard. Where to get advice e.g. family, school and/or other sources.		
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Year 4 - Summer 2	Living in the Wider World - One World	Chiwa and Kwende I can discuss ways in which people's lives are similar and different and give reasons for these differences	R32 – Pupils learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L8 – Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9 – Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	/	Respectful Relationship 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Actions Challenge Charity Citizen Climate Change Communities Compassion Consequence Consider Decision Difference Dilemma Discuss Diverse Diversity Effects Empathy Fair Fairtrade Farmer Gender Global Harmful Helpful Human Right Impact Inequality Local Negative Opinion Organisation Positive Reason Reduce Respect Responsibility Rural Share Shared Responsibility Stereotype Support Trade Unfair Urban	Respect for differences Gratitude for own blessings
		Chiwa's Dilemma I can explore differences of opinion and identify if I feel these are fair	R34 – Pupils learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L2 – Pupils learn to recognise there are human rights, that are there to protect everyone L9 – Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		Respectfully expressing opinions Gratitude for own blessings
		Chiwa's Dilemma 2 I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions	R34 – Pupils learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L2 – Pupils learn to recognise there are human rights, that are there to protect everyone L8 – Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Respect Gratitude
		Chiwa's Sugar I can recognise how my actions impact on people living in different countries and can identify things I	L2 – Pupils learn to recognise there are human rights, that are there to protect everyone L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others		Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Respect Integrity – making choices that consider what is right for all

		can do to make the world a fairer place.	L8 – Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L19 – Pupils learn that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)		6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		
		Chiwa’s World I can explain what climate change is and how it affects people’s lives as well as identify what I can do to help	L3 – Pupils learn about the relationship between rights and responsibilities L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19 – Pupils learn that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Respect Integrity – making choices that consider what is right for all
		Charity for Chiwa I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this	L3 – Pupils learn about the relationship between rights and responsibilities L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L7 – Pupils learn to value the different contributions that people and groups make to the community	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Compassion for those in challenging situations Integrity to help excellence

Year 5

Term	Module	Objectives	PSHE Association Objectives	Health Objectives	Relationships Objectives	Vocabulary	Faith and Values Links
Year 5 - Autumn 1	Relationships - TEAM	Together everyone achieves more I can talk about the attributes of a good team	R30 – Pupils learn that personal behaviour can affect other people; to recognise and model respectful behaviour online R32 – Pupils learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L30 – Pupils learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Admire Together Collaborate Collaboration Communicate Contribute Decisions Disagree Discrimination Effective Emotional Excluding Harassment Health Honesty Hurtful Kindness Opinion Outcome Patience Respectful Sensitive Skills Social Media Success Successful Thoughts Trolling Uncomfortable Understanding Upsetting Valued	Service by working in a team Attributes of a team including compassion, integrity and respect.
		Communicate I can accept that people have different opinions and I know that I can politely disagree with others and offer my own opinion	R11 – Pupils learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30 – Pupils learn that personal behaviour can affect other people; to recognise and model respectful behaviour online R31 – Pupils learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship R33 – Pupils learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34 – Pupils learn how to discuss and debate topical issues, respect other	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 6-How to manage conflict, and that resorting to violence is never right. Respectful Relationships 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs		Respect

			people's point of view and constructively challenge those they disagree with L30 – Pupils learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation		5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		
		Compromise and Collaborate I can compromise and collaborate to ensure a task is completed	R17 – Pupils learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30 – Pupils learn that personal behaviour can affect other people; to recognise and model respectful behaviour online L30 – Pupils learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	/	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. Respectful Relationships 1-How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs		Respect and compassion for views of others Integrity to follow through on decisions that team make Service to others

					5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		
	Care I can reflect on the need to care for individuals within a team	H23 – Pupils learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R10 – Pupils learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R13 – Pupils learn the importance of seeking support if feeling lonely or excluded R14 – Pupils learn that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school	Families and People Who Care for Me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 1-How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 6-Practical steps they can take and skills they can develop in a range of different		Compassion	

				they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle.	contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		
		Unkind Behaviour I can identify hurtful behaviour and suggest ways I can help	R19 – Pupils learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20 – Pupils learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21 – Pupils learn about discrimination: what it means and how to challenge it R31 – Pupils learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	General Wellbeing 6-That isolation and loneliness can affect children, and the benefits of seeking support. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Families and People who care for me 2-The characteristics of safe and happy family life, such as 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 Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 6-How to manage conflict, and that resorting to violence is never right. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including		

					where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		
		Shared responsibilities I can understand the importance of shared responsibilities in helping a team to function successful	L1 – Pupils learn to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Integrity Excellence

			environment (e.g. reducing, reusing, recycling; food choices)				
Year 5 - Autumn 2	Relationships - Be Yourself	You are Unique I can explain why everyone is unique and understand why this should be celebrated and respected	H20 – Pupils learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H28 – Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R15 – Pupils learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R31 – Pupils learn to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Acceptance Alternatives Amends Anxious Apologise Bereavement Caring Celebrate Choices Communication Conflict Danger Dangerous Death Difficulties Express Face-To-Face Relationships Failure Feelings Generosity Grief Guilt Individual Individuality Intensity Kindness Loyalty Manage Negative Online Friendships Options Peer Approval Peer Influence Peer Pressure Perceived Failure Problems Relationships Respect Setbacks Sharing Shy Trust Truthfulness Unhealthy Unhelpful Thoughts Unique Wrong	Respecting differences
		Let it Out! I can explain why I should share my own thoughts and feelings and I know how to do this	H18. Pupils learn about everyday things that affect feelings and the importance of expressing feelings H19. Pupils learn about a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at	Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness,		Respect when sharing thoughts and feelings Compassion to allow yourself to share

			H23. Pupils learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R6. Pupils learn about that a feature of positive family life is caring relationships; about the different ways in which people care for one another R11. Pupils learn about what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships	different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 8-That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.		
		Uncomfortable Feelings I can explore uncomfortable feelings and understand how to manage them.	H18. Pupils learn about everyday things that affect feelings and the importance of expressing feelings H19. Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; R17. Pupils learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	General Wellbeing 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 8-That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. Caring Friendships 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.		Compassion to self
		The confidence trick	H17. Pupils learn to recognise that feelings can change over time and range in intensity	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience	Families and people who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability.		Compassion to self

		I can understand why we sometimes feel shy or nervous and know how to manage these feelings	H18. Pupils learn about everyday things that affect feelings and the importance of expressing feelings H19. Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H29. Pupils learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Caring Friendships 1-How important friendships are in making us feel happy and secure, and how people choose and make friends. 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		
		Do the right thing I can identify when I might have to make different choices to those around me	H3. Pupils learn about choices that support a healthy lifestyle, and recognise what might influence these R15. Pupils learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. Pupils learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. Pupils learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online 11-. Where and how to report concerns and get support with issues online.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Being Safe 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Integrity
		Making Amends I can explore how it feels to make a mistake and	H28. Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust,		Integrity Respect Compassion

		describe how I can make friends	H29. Pupils learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	sharing interests and experiences, and support with problems and difficulties. 6-How to manage conflict, and that resorting to violence is never right. Respectful Relationships 7-The conventions of courtesy and manners. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		
Year 5 - Spring 1	Health and Wellbeing - Growing up Changes in my body 1 (to be taught segregated) Letter to parents prior to unit being taught	Wonderful Me I can recognise that everyone's body is unique and special.	H19 – Pupils learn that everyday things that affect feelings and the importance of expressing feelings. H25 – Pupils learn about personal identity and what contributes to who we are. H27 – Pupils learn to recognise their individuality and personal qualities H30 – Pupils learn how hygiene routines change during puberty and the importance of keeping clean. H32 – Pupils learn about physical and emotional changes that happen when approaching and during puberty. H34 – Pupils learn about the importance of self-respect and how this links to their own happiness.		Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Adam's Apple Anger Anxious Breasts Commitment Egg Feelings Gender Hormones Lonely Married Menstruation Modesty (Hayaa) Oestrogen Offspring Orphan Ovaries Relatives Respect Puberty Privacy Sex Hormones Tearful Testes Testosterone	Respect for self and differences Gratitude for my unique self
		I can describe how my body will change as I go through puberty and how to show modesty.	H30. Pupils learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. Pupils learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. Pupils learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. Pupils learn about where to get more information, help and advice about growing and changing, especially about puberty	Developing Bodies 1-About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2-The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3-The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Respect for self

		Changes in my body 2 (to be taught segregated) I can describe how our bodies change as we go through puberty and respect changes others are going through.	H30. Pupils learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. Pupils learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. Pupils learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. Pupils learn about where to get more information, help and advice about growing and changing, especially about puberty	Developing Bodies 1-About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2-The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3-The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
		Personal Hygiene I know how to maintain personal hygiene and why it is important	H16 – Pupils learn how to maintain personal hygiene and the importance of it.	Health Protection and Prevention 5-About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing			Respecting your body
		Changing Emotions I can describe the feelings that some people experience during puberty and identify ways to help manage these changing emotions	H17. Pupils learn to recognise that feelings can change over time and range in intensity H18. Pupils learn about everyday things that affect feelings and the importance of expressing feelings H19. Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. Pupils learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H31. Pupils learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Developing Bodies 1-About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty	Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Compassion for self

Year 5 - Spring 2			H34. Pupils learn about where to get more information, help and advice about growing and changing, especially about puberty	should be discussed as a stage in this process. 3-The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.			
		Relationships and Families I understand that there are many different types of relationships and families	R1. Pupils learn to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R4 Pupils learn that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. Pupils learn that people who love and care for each other can be in a committed relationship (e.g. marriage) R7. Pupils learn to recognise and respect that there are different types of family structure (including single parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. Pupils learn to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	/	Families and People who care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as 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 3-That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4-That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5-That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Compassion and respect in different relationships Gratitude for relationships
		Health and Wellbeing - Think Positive	H3. Pupils learn about choices that support a healthy lifestyle, and recognise what might influence these H15. Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Actions Affect Behaviour Blame Cognitive Comfortable Coping Difficulties	

			H16. Pupils learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.		Impact Independent Influence Learning Mindset Morals Opportunities Progress Pros And Cons Reaction Responsible Strategy	
	Thoughts are not Facts I understand the concept and impact of positive thinking	H3. Pupils learn about choices that support a healthy lifestyle, and recognise what might influence these H15. Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. Pupils learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests			gratitude
	Face your Feelings I can recognise and manage uncomfortable feelings	H3. Pupils learn about choices that support a healthy lifestyle, and recognise what might influence these H15. Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. Pupils learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	/			Compassion

				4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6-That isolation and loneliness can affect children, and the benefits of seeking support. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). 10-That it is common to experience mental health problems, and early support can help.		
	Choices and Consequences I understand the importance of making good choices.	H3. Pupils learn about choices that support a healthy lifestyle, and recognise what might influence these H15. Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. Pupils learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle. Healthy Eating 1-What constitutes a healthy diet (including understanding calories and other nutritional content). 2-Understanding the importance of a healthy relationship with food.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online safety and awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		Integrity
	Being Present I can use mindfulness techniques in my everyday life	H3. Pupils learn about choices that support a healthy lifestyle, and recognise what might influence these H15. Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. Pupils learn about strategies and behaviours that support mental	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Gratitude as a technique of mindfulness

			health — including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. Physical Health and Fitness 1-The characteristics and mental and physical benefits of an active lifestyle.			
	Yes I Can! I can apply a growth mindset in my everyday life	H4. Pupils learn how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. Pupils learn that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H29. Pupils learn about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Excellence	
Year 5 - Summer 1	Living in the Wider World - Aiming High	You can achieve anything I can understand how people learn new things and achieve certain goals	L26. Pupils learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. . Pupils learn about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L29. . Pupils learn that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests	Advertisement Apprenticeship Avoidance Barriers Behaviours Benefit Business Careers Collaborate College Creativity Criteria Decisions Discrimination Employee Enterprise Failure Fear Feedback Focus Further Education,	Excellence
		Breaking down Barriers I can understand that a helpful attitude towards	L26. . Pupils learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings.	Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or	Excellence	

		learning can help us succeed in life	L27. . Pupils learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them L29. . Pupils learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid		make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Helpful Ideas Individual Innovation Interests Law Listening Mistakes Panic Perseverance Prejudice Privilege Problem-Solving, Responsible Rights Self-Worth Social Class Stress Teamwork Unhelpful University	
	Future Focus I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them	L26. . Pupils learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. . Pupils learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them L29. . Pupils learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.			Excellence
	Equal Opportunities I can understand that gender, race and social class do not determine what jobs people can do.	L26. . Pupils learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. . Pupils learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them L29. . Pupils learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.			Respect of differences
	The world of work	L25. . Pupils learn to recognise positive things about themselves and their	General Wellbeing	Respectful Relationships			Service Excellence

Year 5 - Summer 2		I can understand that there are a variety of routes into different jobs which may match my skills and interests	achievements; set goals to help achieve personal outcomes L31. . Pupils learn to identify the kind of job that they might like to do when they are older L32. . Pupils learn to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Excellence
		Onwards and Upwards I can discuss my goals for the future and the steps I need to take to achieve them	H28. . Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. . Pupils learn to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		
	Living in the Wider World - Diverse Britain	Identities I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people	R32 – Pupils learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33 – Pupils learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L2 – Pupils learn to recognise there are human rights, that are there to protect everyone L8 – Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Active Citizenship Charity Community Spirit Compassion Consequence Contribute Enforce Equal Ethnicity Faith Impact Laws Local Government Members Of Parliament National Government Needs Negative Parliament Police Politicians Positive Prime Minister Responsibilities Roles Shared Responsibility Similar Support Voluntary	Respecting differences
		Communities I can explain what a community is and what it means to belong to one	L3 – Pupils learn about the relationship between rights and responsibilities; L4 – Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others; L5 – Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L6 – Pupils learn about the different groups that make up their community; what living in a community means L8 – Pupils learn about diversity: what it means; the benefits of living in a diverse	General wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests		Respect for community Service to community

			community; about valuing diversity within communities				
	Respecting the Law I can explain why and how laws are made and identify what might happen if laws are broken.	L1. Pupils learn to recognise reasons for rules and laws; consequences of not adhering to rules and laws L10. Pupils learn about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11-How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.			Respect Integrity
	Local Government I can discuss the terms democracy and human rights in relation to local government	R21. Pupils learn about discrimination: what it means and how to challenge it L2. Pupils learn to recognise there are human rights, that are there to protect everyone L9. Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. Pupils learn about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11-How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.			Integrity – upholding human rights
	National Government I can discuss the terms democracy and human rights in relation to the national government.	R21. Pupils learn about discrimination: what it means and how to challenge it L2. Pupils learn to recognise there are human rights, that are there to protect everyone L9. Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 9-The different types of bullying (including online bullying), the impact of			Integrity

			L10. Pupils learn about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced		bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		
		Making a difference I can investigate what charities and voluntary groups do and how they support the community.	L4. Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. Pupils learn about the different groups that make up their community; what living in a community means L7. Pupils learn to value the different contributions that people and groups make to the community L8. Pupils learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		Service

Year 6

Term	Module	Objectives	PSHE Association Objectives	Health Objectives	Relationships Objectives	Vocabulary	Faith and Values Links
Year 6 - Autumn 1	Living in the Wider World - One World Parents informed at the start via workshop	Global Citizens I can talk about and understand how we can be responsible global citizens	L2. Pupils learn to recognise there are human rights, that are there to protect everyone L3. Pupils learn about the relationship between rights and responsibilities L4. Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7- To understand homophobia and misogyny, and to reflect on how awareness of these issues helps us to show and live out our school values in a positive way	Appreciate Aware Biodiversity Citizenship Conserve Drought Encourage Energy Future Global Citizen Global Warming, Human Right, Manifesto, Persuade Pledge Prevent, Renewable Responsible Responsibly Save Sustainability Sustainable Use Waste Water Homosexual Homophobia Misogyny Pornography	Service Integrity Pupils develop a deep and meaningful relationship with Allah, which informs their character, behaviour and decision-making, particularly in the way in which they view and interact with others. It is clearly reflected in the school's embedded values-based curriculum.
		Global Warming I can describe what global warming is and what we can do to help prevent it from getting worse	L3. Pupils learn about the relationship between rights and responsibilities L4. Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. Pupils learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Integrity Respect the planet
		Energy	L3. Pupils learn about the relationship between rights and responsibilities	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of		Respecting the environment

		I can explain how our energy use can harm the environment and describe what we can do to help	L4. Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. Pupils learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)		respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Integrity in choices that impact the environment.
	Water	I can describe how we can use water responsibly and understand the importance of doing this	L3. Pupils learn about the relationship between rights and responsibilities L4. Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. Pupils learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	/	Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Respecting the environment Integrity in choices that impact the environment.
	Biodiversity	I can understand what biodiversity is and explain the importance of doing all we can to encourage it	L3. Pupils learn about the relationship between rights and responsibilities L4. Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	/	Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different		Respecting the environment Integrity in choices that impact the environment.

			L5. Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. Pupils learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)		contexts to improve or support their relationships.		
		In our hands I can make choices which make the world a better place and that help people across the world	L3. Pupils learn about the relationship between rights and responsibilities L4. Pupils learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. Pupils learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19. Pupils learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	/	Respectful relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.		Integrity Respect Service
Year 6 - Autumn 2	Relationships Education - VIPs	People we Love I can explain how VIPs who love and care for each other should treat each other	R5. Pupils learn that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. . Pupils learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. . Pupils learn to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Families and People Who Care for me 1-That families are important for children growing up safe and happy because they can provide love, security and stability. 2-The characteristics of safe and happy family life, such as 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 3-That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other	Advice Agree Anxious Commitment Committed Confidence Confidential Dangerous Family Life Family Structure Influence Peer Polite Pressure, Relationship Resist	Compassion Respect

			of all types can give family members love, security and stability R8. Pupils learn to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 11-. Where and how to report concerns and get support with issues online.	children's families are also characterised by love and care. 4-That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5-That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Respectful relationships 1-How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks	Resolution Risky Secrets Security Self-Love Stability Trusted Adult Uncomfortable Wrong	
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					associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		
		Think before you Act I can identify different ways to calm down when I am feeling angry or upset.	R11. Pupils learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R30. Pupils learn that personal behaviour can affect other people; to recognise and model respectful behaviour online	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure Respectful Relationships 6-Practical steps they can take and skills they can develop in a range of different		Integrity

				5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	contexts to improve or support their relationships.		
		It's Ok to disagree I understand that people have different opinions that should be respected.	R17. Pupils learn that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R33. Pupils learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5-That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6-How to manage conflict, and that resorting to violence is never right. Respectful Relationships 3-How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4-Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure		Respect Linking how Allah honours all human beings as a basis of respect for all , even when there are disagreements.

		You decide I understand that people have different opinions that should be respected.	R15. Pupils learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R28. Pupils learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. Pupils learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	General Wellbeing 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. Wellbeing Online 11-. Where and how to report concerns and get support with issues online.	Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include	Integrity in our choices Respect for our opinion and others Linking how Allah honours all human beings as a basis of respect for all , even when there are disagreements
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					learning about boundaries in play and in negotiations about space, toys, books, resources etc. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	Secrets I understand that people have different opinions that should be respected.	R9. Pupils learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R27. Pupils learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	/		Families and People who care for me 2-The characteristics of safe and happy family life, such as 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 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in		Integrity to keep the right secrets Respect for self and others when sharing a secret

					negotiations about space, toys, books, resources etc. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
		False Friends I understand that people have different opinions that should be respected.	R1. Pupils learn to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R9. Pupils learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. R18. Pupils learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R22. Pupils learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R26. Pupils learn about seeking and giving permission (consent) in different situations	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Families and People Who care for me 2-The characteristics of safe and happy family life, such as 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 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships 2-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about		Integrity in making decisions about friendships Respecting people

					how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		
Year 6 - Spring 1	Living in the Wider World - Money Matters	Look After It I can explain some financial risks and discuss how to avoid them	L18. Pupils learn to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. Pupils learn about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. Wellbeing Online 6-The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 10-That they have rights in relation to sharing personal data, privacy and consent.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Advertise Amount Availability Bankrupt Bankruptcy Charity Consequences Cost Council Tax Critical Consumer Ethical Spending Fair Trade Future Gain Gamble Income Income Tax Inflation	Gratitude for what we have so that we look after it Respecting the work that has gone into working for that money Integrity to make good choices with money
		Critical Consumers I understand how retailers try to influence our spending.	L17. Pupils learn about the different ways to pay for things and the choices people have about this L18. Pupils learn to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. Pupils learn to recognise that people make spending decisions based on priorities, needs and wants	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Investment, Labour Lend Luxury Manufacturer Minimum Wage Necessity Outgoings Payment Plastic Pollution Prioritise Producer Retail	Integrity in making decisions with money
		Value for Money and Ethical Spending	L17. Pupils learn about the different ways to pay for things and the choices people have about this L18. Pupils learn to recognise that people have different attitudes	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in	Retailer Risk Scam Single-Use, Society	Gratitude for what we have

		I understand how retailers try to influence our spending.	towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. Pupils learn to recognise that people make spending decisions based on priorities, needs and wants		character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Value	Integrity in making decisions with money
		Budgeting I can explain why budgeting can be helpful and how a budget can be made	L17. Pupils learn about the different ways to pay for things and the choices people have about this L18. Pupils learn to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. Pupils learn to recognise that people make spending decisions based on priorities, needs and wants	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Integrity
		Money and Emotional Wellbeing I can discuss the spending decisions people have to make	L20. Pupils learn to recognise that people make spending decisions based on priorities, needs and wants L23. Pupils learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. Pupils learn to identify the ways that money can impact on people's feelings and emotions	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Integrity of spending decisions
		Money in the Wider World I can explain the impact spending has on our environment.	L19. Pupils learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	/	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.		Integrity Respect
Year 6 - Spring 2	Relationships - Digital Wellbeing	My Digital Life I can identify the benefits of the Internet and know how to look after my digital wellbeing	H13. Pupils learn about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online L11. Pupils learn recognise ways in which the internet and social media can be used both positively and negatively	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Wellbeing Online 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Online Safety and Awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Appropriate Assess Benefit Boundaries Choices Consent Contact Content Control Data Deceive Digital	Respect and compassion for self

				8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 11-. Where and how to report concerns and get support with issues online.	3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Digital Citizenship Digital Footprint Digital Health Digital Wellbeing Eco Chambers Emotional Wellbeing Evaluate Excluding False Profiles Feelings Friendship Frightened, Harassment Harmful Healthy Help Hurtful Behaviour Image Distribution Impersonate Inappropriate Intention	
	Staying Safe, Healthy and happy online I know how to stay safe, healthy and happy online and when I use digital technology.	H37. Pupils learn reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. Pupils learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact L12. Pupils learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. Pupils learn about some of the different ways information	Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6-The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 11-. Where and how to report concerns and get support with issues online.	Caring Friendships 6-How to manage conflict, and that resorting to violence is never right. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help 11-How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information,	Internet Cookies Kindness Manipulation Mental Health Misleading Negative Online Games Online Identity Online Safety Online Strangers Personal Safety Pressure Privacy Settings Regulations Reliable Reputable, Respectful Right Secure Sites Selection Shared Responsibility Sharing Sources Storage Targeting Time Management Trust	Respecting the rules of being online to stay safe Integrity in decisions online	

			and data is shared and used online, including for commercial purposes		including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Trusted Adult Wellbeing Worry	
	Online relationships I know how to develop safe, respectful and healthy online	H42. Pupils learn about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what	General Wellbeing 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to	Families and people who care for me 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships 7-How to recognise when a friendship is making them feel unhappy or	Respecting people online Integrity in decisions		

		relationships and can recognise the signs of inappropriate and harmful online relationships.	to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R22. Pupils learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. Pupils learn about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. Pupils learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. Pupils learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L11. Pupils learn recognise ways in which the internet and social media can be used both positively and negatively	recognise and display respectful behaviour online. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 11-. Where and how to report concerns and get support with issues online.	uncomfortable, and how to get support when needed. Respectful relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help 11-How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online relationships 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be		
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					strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4-How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
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		Social media I know how to use social media responsibly to protect the health, wellbeing and rights of all.	L11. Pupils learn recognise ways in which the internet and social media can be used both positively and negatively L13. Pupils learn about some of the different ways information and data is shared and used online, including for commercial purposes L14. Pupils learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. Pupils learn recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Wellbeing Online 3-The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9-How to understand the information they find online, including from search engines, and know how information is selected and targeted. 11-. Where and how to report concerns and get support with issues online	Caring Friendships 4-The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can	Respect and integrity when using social media
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					lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.		
	Saying no to online bullying I know what online bullying is and what to do if I see or experience it to help make it stop.	R19. Pupils learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. Pupils learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 7-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Families and People who care for me 6-How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or	Respect for everyone Integrity to make the right choice		

			teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. Pupils learn about discrimination: what it means and how to challenge it	9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 8-That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 11-. Where and how to report concerns and get support with issues online.	uncomfortable, and how to get support when needed. Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 9-The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help Online Awareness and Safety 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.		
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					5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.		
		Fake News I understand not all information online is true and know how to assess the reliability of both text and images.	L12. Pupils learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L16. Pupils learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	General Wellbeing 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online 1-That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 9-How to understand the information they find online, including from search engines,	Respectful Relationships 2-The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6-Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Online Safety and Awareness 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never		Excellence – in assessing information Integrity

				and know how information is selected and targeted. 11-. Where and how to report concerns and get support with issues online.	met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
Year 6 - Summer 1	Health and Wellbeing - Safety First	You are Responsible I can take responsibility for my own safety.	H35. Pupils learn about the new opportunities and responsibilities that increasing independence may bring H37. Pupils learn reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. Pupils learn How to predict, assess and manage risk in different situations	Wellbeing online 4-How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5-Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6-The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Online Safety and Awareness 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Accident Action Advice Brave Consequence Decision, Environment Independence Informed Liquids Mature Media Medication Pills	Integrity Excellence
		What are the Risks? I can assess and manage risks in different situations.	H38. Pupils learn How to predict, assess and manage risk in different situations H39. Pupils learn About hazards (including fire risks) that may cause harm,	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down	Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships	Responsible Sensible Situation, Social Media Support Trusted Adult	Integrity

			injury or risk in the home and what they can do to reduce risks and keep safe	are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. Personal Safety 1-About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3-That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5-Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe	Unfamiliar	
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					2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 5-How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
	Making Your Mind Up I can confidently identify and manage pressure to get involved in risky situations.	H38. Pupils learn How to predict, assess and manage risk in different situations R28. Pupils learn How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	/	Caring Friendships 7-How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful Relationships 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 6-How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	Integrity		
	In an emergency I can act sensibly and responsibly in an emergency.	H14. Pupils learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H43. Pupils learn about what is meant by first aid; basic techniques for dealing with common injuries H44. Pupils learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	Physical Health and Fitness 4-How and when to seek support including which adults to speak to in school if they are worried about their health Basic First Aid 1-How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2-Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries	/	Excellence Integrity		
	Home – Safe and Sound I can identify hazards and reduce	H35. Pupils learn about the new opportunities and responsibilities that increasing independence may bring H39. Pupils learn about hazards (including fire risks) that may cause harm,	Drugs, Alcohol and Tobacco 1-The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by	/	Integrity Excellence		

		risks to keep myself and others safe at home.	injury or risk in the home and what they can do reduce risks and keep safe H40. Pupils learn about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)	other nicotine products such as nicotine pouches.			
		Outdoors – Playing it safe I know how to stay safe in different outdoor environments.	H38. Pupils learn how to predict, assess and manage risks in different situations H41. Pupils learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	Personal Safety 1-About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2-. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	/		Excellence Integrity
Year 6 - Summer 2	Health and Wellbeing - Growing up Letter to parents prior to unit being taught	Just the Way you Are I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body	H25. Pupils learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. Pupils learn to recognise their individuality and personal qualities H28. Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L9. Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. Pupils learn recognise ways in which the internet and social media can be used both positively and negatively L16. Pupils learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2-The importance of promoting general wellbeing and physical health 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate 10-That it is common to experience mental health problems, and early support can help Wellbeing Online 7-How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 9-How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests 10-What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. Online Safety and Awareness 1-That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure 2-How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can	Acne Amniotic Fluid Amniotic Sac Birth Body Image Body Odour Choice Consent Fancy Illegal Legal Media Mood Swings Negative Positive Self-Esteem Stressed Weight	Compassion for self Gratitude for our body

					lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 4-The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 6-That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		
	Changing Bodies (to be taught segregated) I can describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies	H30. Pupils learn to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. Pupils learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. Pupils learn about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. Pupils learn about where to get more information, help and advice about growing and changing, especially about puberty R25. Pupils learn recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact H45 – Pupils learn that female genital mutilation is against British Law and what to do and whom to tell if they think they or someone they know might be at risk	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Developing Bodies 1-About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2-The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3-The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls’ periods start will help them understand what to expect and avoid distress.	Being Safe 2-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe 3-That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Respecting own body	
	Changing Emotions	H17. Pupils learn to recognise that feelings can change over time and range	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise,	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of		Compassion for self	

		I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.	in intensity H18. Pupils learn about everyday things that affect feelings and the importance of expressing feelings H19. Pupils learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. Pupils learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H31. Pupils learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Developing Bodies 1-About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2-The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3-The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		
		Relationships (In Islam) I understand what a loving relationship is and that there are many types of relationships.	R1. Pupils learn to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. Pupils learn that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. Pupils learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. Pupils learn that forcing anyone to marry against their will is a crime; that	General Wellbeing 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Families and People who care for me 3-That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4-That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up 5-That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong Being Safe 7-How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.		Compassion and respect in relationships Gratitude for my relations

			help and support is available to people who are worried about this for themselves or others R5. Pupils learn that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. Pupils learn to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability				
		Looking Back and Looking Forward Transition workshops (Transitioning to Secondary School)	H17. Pupils learn to recognise that feelings can change over time and range in intensity H18. Pupils learn about everyday things that affect feelings and the importance of expressing feelings H19. Pupils learn a varied vocabulary to use when talking about feelings; how to express feelings in different ways. H20. Pupils learn how to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H23 – Pupils learn about change and loss, and how these can affect feelings H24 – Pupils learn problem solving strategies for dealing with emotions, challenges and change, including transition to new schools. H36 – Pupils learn strategies to manage transitions between classes and key stages.	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.		Excellence
		Looking Back and Looking Forward Transition workshops	H24 – Pupils learn problem solving strategies for dealing with emotions, challenges and change, including transition to new schools. H25 – Pupils learn about personal identity; what contributes to who were	General Wellbeing 1-The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as	Respectful Relationships 5-That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or		Excellence

		(Transitioning to Secondary School)	are (E.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27 – Pupils learn to recognise their individuality and personal qualities. H28 – Pupils learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. H35 – Pupils learn about the new opportunities and responsibilities that increasing independence may bring. H36 – Pupils learn strategies to manage transitions between classes and key stages.	well as hobbies, interests and community participation. 3-The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4-How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. 5-How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 9-Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	make different choices, or have different preferences or beliefs. 8-The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests Being Safe 1-What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.		
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