



By the end of Reception, pupils will know and be able to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
- Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity
  - healthy eating
  - toothbrushing
  - sensible amounts of 'screen time' - having a good sleep routine
  - being a safe pedestrian

### **Self-Regulation (ELG)**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Managing Self (ELG)**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Building Relationships (ELG)**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

By the end of Year 2 *Pupils learn...*

## **HEALTH AND WELLBEING**

### **Healthy Lifestyles**

about what keeping healthy means; different ways to keep healthy

about foods that support good health and the risks of eating too much sugar

about how physical activity helps us to stay healthy; and ways to be physically active everyday

about why sleep is important and different ways to rest and relax

simple hygiene routines that can stop germs from spreading

that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

how to keep safe in the sun and protect skin from sun damage

about ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

about the people who help us to stay physically healthy

### **Mental Health**

about different feelings that humans can experience

how to recognise and name different feelings

how feelings can affect people's bodies and how they behave

how to recognise what others might be feeling

to recognise that not everyone feels the same at the same time, or feels the same about the same things

about ways of sharing feelings; a range of words to describe feelings

about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

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

to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

## **Ourselves, growing and changing**

to recognise what makes them special

to recognise the ways in which we are all unique

to identify what they are good at, what they like and dislike

how to manage when finding things difficult

to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

about growing and changing from young to old and how people's needs change

about preparing to move to a new class/year group

## **Keeping Safe**

about rules and age restrictions that keep us safe

to recognise risk in simple everyday situations and what action to take to minimise harm

about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

that household products (including medicines) can be harmful if not used correctly

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

about people whose job it is to help keep us safe

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

about what to do if there is an accident and someone is hurt

how to get help in an emergency (how to dial 999 and what to say)

## **Drugs, Alcohol and Tobacco**

about things that people can put into their body or on their skin; how these can affect how people feel

## **RELATIONSHIPS**

### **Families and close positive relationships**

to about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

to identify the people who love and care for them and what they do to help them feel cared for  
about different types of families including those that may be different to their own

to identify common features of family life

that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

## **Friendships**

about how people make friends and what makes a good friendship

about how to recognise when they or someone else feels lonely and what to do

simple strategies to resolve arguments between friends positively

how to ask for help if a friendship is making them feel unhappy

## **Managing hurtful behaviour and bullying**

that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

about how people may feel if they experience hurtful behaviour or bullying

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

## **Safe Relationships**

to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

that sometimes people may behave differently online, including by pretending to be someone they are not

how to respond safely to adults they don't know

about how to respond if physical contact makes them feel uncomfortable or unsafe

about knowing there are situations when they should ask for permission and also when their permission should be sought

about the importance of not keeping adults secrets (only happy surprises that others will find out about eventually)

basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

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

## **Respecting self and others**

about what is kind and unkind behaviour, and how this can affect others

about how to treat themselves and others with respect; how to be polite and courteous

to recognise the ways in which they are the same and different to others

how to listen to other people and play and work cooperatively

how to talk about and share their opinions on things that matter to them

## **LIVING IN THE WIDER WORLD**

### **Shared Responsibilities**

about what rules are, why they are needed, and why different rules are needed for different situations

how people and other living things have different needs; about the responsibilities of caring for them

about things they can do to help look after the environment

### **Communities**

about the different groups they belong to

about the different roles and responsibilities people have in their community

to recognise the ways they are the same as, and different to, other people

### **Media literacy & digital resilience**

about how the internet and digital devices can be used safely to find things out and communicate with others

about the role of the internet in everyday life

that not all information seen online is true

### **Economic wellbeing: money**

what money is; forms that money comes in; that money comes from different sources

that people make different choices about how to save and spend money

about the difference between needs and wants; that sometimes people may not always be able to have the things they want

that money needs to be looked after; different ways of doing this

## **Economic wellbeing: Aspirations, work and career**

that everyone has different strengths

that jobs help people to earn money to pay for things

different jobs that people they know or people who work in the community do

about some of the strengths and interests someone might need to do different jobs

By the end of Key Stage 2 (Year 3, 4, 5 and 6) *Pupils learn...*

## **HEALTH AND WELLBEING**

### **Healthy Lifestyles**

how to make informed decisions about health

about the elements of a balanced, healthy lifestyle

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

about what good physical health means; how to recognise early signs of physical illness

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.

how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

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 the ability to learn

that bacteria and viruses can affect health; how everyday hygiene routine can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

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)

about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

about benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

how and when to seek support, including which adults to speak to in and outside school, if they were worried about their health

### **Mental Health**

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

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

to recognise that feelings can change over time and range in intensity

about everyday things that affect feelings and the importance of expressing feelings

a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

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

about change and loss, including death, and how these can affect feelings; and ways of expressing and managing grief and bereavement

problem solving strategies for dealing with emotions, challenges and change including the transition to new schools

### **Ourselves, Growing and Changing**

about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

that for some people gender identity does not correspond with their biological sex

to recognise their individuality and personal qualities

to identify personal strengths, skills, achievements and interests and how to contribute to a sense of self-worth

about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

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)

about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

about where to get more information, help and advice about growing and changing, especially about puberty

about the new opportunities and responsibilities that increasing independence may bring

strategies to manage transitions between classes and key stages

### **Keeping Safe**



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

how to predict, assess and manage risk in different situations

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

about the importance of taking medicines correctly and using household products safely (e.g. following instructions safely)

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

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

about what is meant by first aid; basic techniques for dealing with common injuries

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

that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

## **Drugs, Alcohol and Tobacco**

about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

about the mixed messages in the media about drugs, including alcohol and smoking/vaping

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

## **RELATIONSHIPS**

### **Families and close positive relationships**

to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

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

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

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

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

that a feature of a positive family life is caring relationships, about the different ways in which people care for one another

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

to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

## **Friendships**

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

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 principle apply to online friendships as to face-to-face relationships

the importance of seeking support if feeling lonely or excluded

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online actions on others

how friendships can change over time, about making new friends and the benefits of having different types of friends

that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

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

## **Managing hurtful behaviour and bullying**

about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

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

about discrimination; what it means and how to challenge it

## **Safe Relationships**

about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

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

how to respond safely and appropriately to adults they may encounter (in contexts including online) whom they do not know

recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

about seeking and giving permission (consent) in different situations

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

how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

## **Respecting self and others**

that personal behaviour can affect other people; to recognise and model respectful behaviour online

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

about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

to listen and respond respectfully to a wide range of people; including those whose traditions, beliefs and lifestyle are different to their own

how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

## **LIVING IN THE WIDER WORLD**

### **Shared Responsibilities**

to recognise reasons for rules and laws; consequences of not adhering to rules and laws

to recognise there are human rights, that are there to protect everyone

about the relationship between rights and responsibilities

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

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)

### **Communities**

about the different groups that make up their community; what living in a community means

to value the different contributions that people and groups make to the community

about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities

about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

### **Media literacy & digital resilience**

recognise ways in which the internet and social media can be used both positively and negatively

how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

about some of the different ways information and data is shared and used online, including for commercial purposes

about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

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

### **Economic wellbeing: money**

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

to recognise that people make spending decisions based on priorities, needs and wants

different ways to keep track of money

about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

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

to identify the ways that money can impact on people's feelings and emotions

### **Economic wellbeing: Aspirations, work and career**

to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

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

about stereotypes in the workplace and that a person's career aspirations should not be limited by them

about what might influence people's decision 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)

that some jobs are paid more than others and money is one factor which can influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

to identify the kind of job that they might like to do when they are older

to recognise a variety of routes into careers (e.g. college, apprenticeship, university)