

Year 1	Health and Wellbeing > Healthy Lifestyles
Eat well	Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. Recognise that choices can have good and not so good consequences.
Our feelings	Know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. To communicate their feelings to others, to recognise how others show feelings and how to respond.
Harold's wash and brush up	Understand the importance of and how to maintain personal hygiene.
Catch it! Bin it! Kill it!	Know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
I can eat a rainbow ✖	Know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
Healthy me ✖	Know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
Super sleep ✖	Know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

Year 1	Health and Wellbeing > Keeping Safe
Harold loses Geoffrey	Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
Who can help? (1)	Know about rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets) ; road safety, cycle safety and safety in the environment (including rail , water and fire safety) Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.
Harold's school rules	Recognise that they share a responsibility for keeping themselves and others safe, when to say, yes, no', I'll ask' and 'I'll tell'
What could Harold do? ✖	Know that household products, including medicines, can be harmful if not used properly.

Year 1	Health and Wellbeing > Growing and Changing
Harold learns to ride his bike	Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
Then and now	Know about the process of growing from young to old and how peoples' needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.
Inside my wonderful body! ✖	Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
Keeping privates private	Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
Taking Care of a Baby	Understand some of the tasks required to look after a baby Explain how to meet the basic needs of a baby, e.g. eye contact, cuddling, washing, changing, feeding.

Year 1	Relationships > Healthy Relationships
Surprises and secrets	Know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.
Good or bad touches?	Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
Unkind, tease or bully?	Know that there are different types of teasing and bullying, that these are wrong and unacceptable.
Who can help? (2)	How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
How are you listening?	Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
Pass on the praise! Sharing pictures	Offer constructive support and feedback to others. Know basic rules to keep safe online.

Year 1	Relationships > Feelings and Emotions
Thinking about feelings	Communicate their feelings to others, to recognise how others show feelings and how to respond.
Harold has a bad day	Recognise how their behaviour affects other people. Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
Feelings and bodies	To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Year 1	Relationships > Valuing Difference
It's not fair!	Recognise what is fair and unfair, kind and unkind, what is right a
Good friends ✖	Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
Same or Different?	Identify and respect the differences and similarities between people.

Year 1	Living in the Wider World > Rules, Rights and Responsibilities
Why we have classroom rules	Understand how to contribute to the life of the classroom. To help construct, and agree to follow, group and class rules and to understand how these rules help them.
Taking care of something	Know That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).
Our special people balloons	Understand that they belong to various groups and communities such as family and school.
Basic First Aid	Know what is meant by first aid; basic techniques for dealing with common injuries

Year 1	Living in the Wider World > Caring for the Environment
Around and about the school	Understand what improves and harms their local, natural and built environments and about some of the ways people look after them.

Year 1	Living in the Wider World > Money
Harold's money	To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
How should we look after our money?	To know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.

Year 2	Health and Wellbeing > Healthy Lifestyles
My Day	Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Harold's bathroom	Understand the importance of and how to maintain personal hygiene.
Harold's postcard - helping us to keep clean and healthy	Know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
My body needs... ✖	Understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
What does my body do? ✖	Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.

Year 2	Health and Wellbeing > Keeping Safe
How safe would you feel?	Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
What should Harold say?	Recognise that they share a responsibility for keeping themselves and others safe, when to say, yes, no, I'll ask' and 'I'll tell.
Harold's picnic ✖	Know that household products, including medicines, can be harmful if not used properly.
Respecting Privacy	Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.

Year 2	Health and Wellbeing > Growing and Changing
You can do it!	Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
Sam moves house/away	Understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
Haven't you grown!	Understand about the process of growing from young to old and how people's needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring
My body, your body	Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.

Year 2	Relationships > Healthy Relationships
Should I tell?	Recognise the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.
Solve the problem	Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
A helping hand	Offer constructive support and feedback to others
I don't like that!	Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
Bullying or teasing?	Understand that there are different types of teasing and bullying, that these are wrong and unacceptable.
Don't do that!	Know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
Types of bullying ✖	Know that there are different types of teasing and bullying, that these are wrong and unacceptable
Some secrets should never be kept	Identify how inappropriate touch can make someone feel. Understand that there are unsafe secrets and secrets that are nice surprises. Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Feeling Safe	Identify special people in the school and community who can help to keep them safe. Know how to ask for help.

Playing Games	<p>Know the 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.</p> <p>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>Know that sometimes people may behave differently online, including by pretending to be someone they are not.</p>
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Year 2	Relationships > Feelings and Emotions
How are you feeling today?	Communicate their feelings to others, to recognise how others show feelings and how to respond.
How do we make others feel?	Recognise how their behaviour affects other people.
My special people	Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
Being a good friend ✖	Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
Let's all be happy! ✖	Understand about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
Fun or not?	Understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Year 2	Relationships > Valuing Difference
An act of kindness	Recognise what is fair and unfair, kind and unkind, what is right and wrong.
What makes us who we are?	Identify and respect the differences and similarities between people.

Year 2	Living in the Wider World > Rules, Rights and Responsibilities
Our ideal classroom (1)	Know how to contribute to the life of the classroom.
Our ideal classroom (2)	Help construct, and agree to follow, group and class rules and to understand how these rules help them.
When I feel like erupting	Understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
When someone is feeling left out	Understand that they belong to various groups and communities such as family and school.
Getting on with others	Understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
Basic First Aid	To know what is meant by first aid; basic techniques for dealing with common injuries.

Year 2	Living in the Wider World > Caring for the Environment
How can we look after our environment?	Understand what improves and harms their local, natural and built environments and about some of the ways people look after them.

Year 2	Living in the Wider World > Money
Harold saves for something special	Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
Harold goes camping	Know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.

Year 3	Health and Wellbeing > Healthy Lifestyles
Derek cooks dinner! (healthy eating)	Make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
Poorly Harold	Know what bacteria and viruses can affect health and that following simple routines can reduce their spread.
Body team work ✖	Know what positively and negatively affects their physical, mental and emotional health (including the media)

Year 3	Health and Wellbeing > Keeping Safe
The Risk Robot	Differentiate between the terms, risk, danger and hazard
Safe or unsafe?	Recognise when and how to ask for help ,and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
Helping each other to stay safe	Know about people who are responsible for helping them stay healthy and safe and ways that they can help these people
Getting on with your nerves! ✖	Work collaboratively towards shared goals
Alcohol and cigarettes: the facts ✖	Understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
Help or harm? ✖	Understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
None of your business!	Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
Raisin challenge (1)	Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Year 3	Health and Wellbeing > Growing and Changing
My special pet	Understand about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
Top talents ✖	Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
I am fantastic!	Recognise how images in the media do not always reflect reality and can affect how people feel about themselves
My Changing Body	Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.

Year 3	Relationships > Healthy Relationships
Tangram team challenge	Work collaboratively towards shared goals
Looking after our special people	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
Danger or risk?	Know that their actions affect themselves and others
Body space	Judge what kind of physical contact is acceptable or unacceptable and how to respond
How can we solve this problem?	Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
Friends are special ✖	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
Zeb	Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)
Relationship Tree	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

Year 3	Relationships > Feelings and Emotions
Secret or surprise?	Know the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret
Dan's dare	Recognise and manage dares

Year 3	Relationships > Valuing Difference
Family and friends	Be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
Respect and challenge	Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
Let's celebrate our differences	Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see protected characteristics in the Equality Act 2010) Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)

Year 3	Living in the Wider World > Rules, Rights and Responsibilities
As a rule6	Know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
Our friends and neighbours	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
For or against?	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
Thunks	Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
Recount task	Explore and critique how the media present information
Super Searcher	Explore and critique how the media present information
Basic First Aid	Know what is meant by first aid; basic techniques for dealing with common injuries. Know 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.

Year 3	Living in the Wider World > Caring for the Environment
Let's have a tidy up!	Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
My community	Understand what being part of a community means, and about the varied institutions that support communities locally and nationally
Our helpful volunteers	Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
Harold's environment project	Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Year 3	Living in the Wider World > Money
Can Harold afford it?	Understand about the role money plays in their own and others lives, including how to manage their money and about being a critical consumer
Earning money	Develop an initial understanding of the concepts of interest, loan, debt, and tax (e.g. their contribution to society through the payment of VAT)

Year 4	Health and Wellbeing > Healthy Lifestyles
Making Choices ✖	Give examples of choices they make for themselves and choices others make for them. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
SCARF Hotel ✖	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).

Year 4	Health and Wellbeing > Keeping Safe
Danger, risk or hazard?	Differentiate between the terms, risk, danger and hazard
Who helps us stay healthy and safe?	Know about people who are responsible for helping them stay healthy and safe and ways that they can help these people
Picture Wise ✖	Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.
Keeping Ourselves Safe	Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.
Know the Norms	Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
Medicines: check the label ✖	Know that bacteria and viruses can affect health and that following simple routines can reduce their spread
When Feelings Change	Recognise that feelings can change over time and range in intensity.
Under pressure	Recognise their increasing independence brings increased responsibility to keep themselves and others safe
Raisin challenge (2)	Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

Year 4	Health and Wellbeing > Growing and Changing
An email from Harold!	Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
Moving house	Know about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
My feelings are all over the place!	How their body will, and emotions may, change as they approach and move through puberty
All change!	Know their body will, and emotions may, change as they approach and move through puberty Know about human reproduction
Prepping for changes at puberty (Period positive)	How their body will, and emotions may, change as they approach and move through puberty

Year 4	Relationships > Healthy Relationships
OK or not OK? (part 1)	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
OK or not OK? (part 2)	Understand that their actions affect themselves and others
Islands	Judge what kind of physical contact is acceptable or unacceptable and how to respond
Human machines	Work collaboratively towards shared goals
Can you sort it? ✖	Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
Together	Be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so

Year 4	Relationships > Feelings and Emotions
Different feelings	Recognise and respond appropriately to a wider range of feelings in others
Secret or surprise?	Understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret
How dare you!	Recognise and manage dares

Year 4	Relationships > Valuing Difference
Friend or acquaintance?	Be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
What would I do?	Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see protected characteristics in the Equality Act Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)
What makes me ME!	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

Year 4	Living in the Wider World > Rules, Rights and Responsibilities
Safety in numbers	Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
How do we make a difference?	Know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rule
In the news!	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people Explore and critique how the media present information
The people we share our world with	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
That is such a stereotype!	Explore and critique how the media present information Recognise and challenge stereotypes
It's your Right	Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.
Basic First Aid	Know what is meant by first aid; basic techniques for dealing with common injuries. Know 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.

Year 4	Living in the Wider World > Caring for the Environment
Logo quiz	Recognise that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
Volunteering is cool	Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
My school community (1)	Understand what being part of a community means, and about the varied institutions that support communities locally and nationally
Harold's Seven Rs	Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Year 4	Living in the Wider World > Money
Harold's expenses	Understand about the role money plays in their own and others lives, including how to manage their money and about being a critical consumer
Why pay taxes?	Develop an initial understanding of the concepts of interest, loan, debt, and tax (e.g. their contribution to society through the payment of VAT)

Year 5	Health and Wellbeing > Healthy Lifestyles
Smoking: what is normal? ✖	Recognise that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
Getting fit ✖	Understand what positively and negatively affects their physical, mental and emotional health (including the media).
It all adds up! ✖	Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.

Year 5	Health and Wellbeing > Keeping Safe
'Thunking' about habits	Understand what is meant by the term habit, and why habits can be hard to change.
Jay's dilemma	Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
Independence and responsibility	Know about people who are responsible for helping them stay healthy and safe and ways that they can help these people.
Spot Bullying	Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.
Communication	Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face
Our emotional needs ✖	Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
Would you risk it? ✖	Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
Being assertive ✖	Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
Drugs: true or false? ✖	Understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
Decision dilemmas	Recognise that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
Play, Like Share	Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.

Year 5	Health and Wellbeing > Growing and Changing
Different skills	Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
How are they feeling?	Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
Growing up and changing bodies	Understand how their body will, and emotions may, change as they approach and move through puberty. Know about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peer.
Star qualities	Recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
Dear Hetty	Understand about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
Changing bodies and feelings	Understand how their body will, and emotions may, change as they approach and move through puberty.
Help! I'm a teenager - get me out of here!	Understand how their body will, and emotions may, change as they approach and move through puberty.

Year 5	Relationships > Healthy Relationships
It could happen to anyone	Understand that their actions affect themselves and others.
Taking notice of our feelings	Judge what kind of physical contact is acceptable or unacceptable and how to respond.
Collaboration Challenge!	Work collaboratively towards shared goals.
Give and take	Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
Relationship cake recipe	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
Stop, start, stereotypes	Recognise and challenge stereotypes. Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).

Year 5	Relationships > Feelings and Emotions
How good a friend are you?	Recognise and respond appropriately to a wider range of feelings in others.
Dear Ash	Understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret.
Ella's diary dilemma	Recognise and manage dares.
Is it true?	Recognise and challenge stereotypes.

Year 5	Relationships > Valuing Difference
Qualities of friendship	Be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
Kind conversations	Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.
Happy Being Me	Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.

Year 5	Living in the Wider World > Rules, Rights and Responsibilities
Local councils	Know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
What's the story?	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.
Fact or opinion?	Explore and critique how the media present information.
The land of the Red People	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
Basic First Aid, including Sepsis Awareness	Know what is meant by first aid; basic techniques for dealing with common injuries. Know 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.

Year 5	Living in the Wider World > Caring for the Environment
Rights, responsibilities and duties	Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
My school community (2)	Understand what being part of a community means, and about the varied institutions that support communities locally and nationally.
Mo makes a difference	Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

Year 5	Living in the Wider World > Money
Spending wisely	Know about the role money plays in their own and others lives, including how to manage their money and about being a critical consumer.
Lend us a fiver!	Develop an initial understanding of the concepts of interest, loan, debt, and tax (e.g. their contribution to society through the payment of VAT).
Boys will be boys? Challenging work place gender stereotypes	Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people, particularly those relating to the work place.

Year 6	Health and Wellbeing > Healthy Lifestyles
Five Ways to Wellbeing project	Understand what positively and negatively affects their physical, mental and emotional health (including the media).
I look great!	Recognise how images in the media do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information.
We have more in common than not	Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
What is HIV?	Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.

Year 6	Health and Wellbeing > Keeping Safe
It's a puzzle	understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. Know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones).
Rat Park	Know what is meant by the term habit and why habits can be hard to change.
What sort of drug is...?	Know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.
Think before you click!	Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
Traffic lights	Know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones). Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
What's the risk? *	Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
Drugs: it's the law! *	Know which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

Alcohol: what is normal? ✖	Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
Joe's story (part 1) ✖	Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).
Joe's story (part 2)	Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
What's the risk? 2	Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
To share or not to share?	Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
Pressure online	Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

Year 6	Health and Wellbeing > Growing and Changing
Is this normal?	Understand about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
Helpful or unhelpful? Managing change	Understand about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
Boys will be boys? - challenging gender stereotypes	Recognise and challenge stereotypes.
This will be your life! ✖	Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
Media manipulation	Recognise how images in the media do not always reflect reality and can affect how people feel about themselves Understand what positively and negatively affects their physical, mental and emotional health (including the media).
Making babies	Understand about human reproduction.

Year 6	Relationships > Healthy Relationships
Solve the friendship problem	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
Working together	Work collaboratively towards shared goals.
Let's negotiate	Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
Behave yourself ✖	Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
Assertiveness skills (formerly Behave Yourself 2)	List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
Don't force me	Be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.
Acting appropriately	Judge what kind of physical contact is acceptable or unacceptable and how to respond.

Year 6	Relationships > Feelings and Emotions
Dear Ash	Understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret.
Dan's day	Recognise and respond appropriately to a wider range of feelings in others.

Year 6	Relationships > Valuing Difference
Advertising friendships!	Be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
Respecting differences	Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.
OK to be different	Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help.

Year 6	Living in the Wider World > Rules, Rights and Responsibilities
Captain Coram 1 - Gin Lane: children's rights in the 18th century	Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
Captain Coram 2 - Thomas Coram and the Foundling Hospital	Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity	Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Understand about enterprise and the skills that make someone enterprising.
Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century	Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
Captain Coram 5 - Life for Foundlings in the 20th century	Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
Captain Coram 6 - Coram today: children's rights in the 21st century	Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
Our recommendations	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.
Two sides to every story	Explore and critique how the media present information.
Fakebook friends	Explore and critique how the media present information.
Tolerance and respect for others	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
Democracy in Britain 1 - elections	Recognise reasons for rules and laws; consequences of not adhering to rules and laws.
Democracy in Britain 2 -How (most) laws Are made	Recognise reasons for rules and laws; consequences of not adhering to rules and laws.
Basic First Aid, including Sepsis Awareness	Know what is meant by first aid; basic techniques for dealing with common injuries. Know 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.

Year 6	Living in the Wider World > Caring for the Environment
Project Pitch (parts 1 & 2)	To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
Community art	To understand what being part of a community means, and about the varied institutions that support communities locally and nationally.
Action stations!	To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
Happy shoppers	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Year 6	Living in the Wider World > Money
What's it worth?	Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
Jobs and taxes	Develop an initial understanding of the concepts of interest, loan, debt, and tax (e.g. their contribution to society through the payment of VAT).