

# St. Paul's Long-Term Plan



## PSHE - National Curriculum Overview

EYFS – We recognise that children’s personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

KS1 and 2 – Through PSHE, we teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. These principles of positive relationships also apply online. Relationships education also creates an opportunity to enable our pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

We teach our pupils about physical health and mental wellbeing to give them the information they need to make good decisions about their own health and wellbeing.

EYFS	KS1	KS2
ELG: Personal, social and emotional	<p><u>Relationships Education</u></p> <p>Families and people who care for me</p> <p>Caring friendships</p> <p>Respectful relationships</p> <p>Online relationships</p> <p>Being safe</p> <p><u>Physical health and mental wellbeing</u></p> <p>Mental wellbeing</p> <p>Internet safety and harms</p> <p>Physical health and fitness</p> <p>Healthy eating</p> <p>Drugs, alcohol and tobacco</p> <p>Health and prevention</p> <p>Basic first aid</p> <p>Changing adolescent body</p>	<p><u>Relationships Education</u></p> <p>Families and people who care for me</p> <p>Caring friendships</p> <p>Respectful relationships</p> <p>Online relationships</p> <p>Being safe</p> <p><u>Physical health and mental wellbeing</u></p> <p>Mental wellbeing</p> <p>Internet safety and harms</p> <p>Physical health and fitness</p> <p>Healthy eating</p> <p>Drugs, alcohol and tobacco</p> <p>Health and prevention</p> <p>Basic first aid</p> <p>Changing adolescent body</p>

### Our P.S.H.E. Curriculum is Ambitious

Alongside our PSHE curriculum, we incorporate key weeks into our school year including Children’s Mental Health Week and Anti-Bullying Week. Whenever possible we invite visitors into school to enhance our curriculum for example, Debt Awareness termly sessions in Year 5 and 6. We also teach Online Safety sessions separately at the start of each half-term following using the EVOLVE resources.

### Intent

The aim of our PSHE curriculum is to equip our pupils with the knowledge, skills, understanding and emotions to be able to play an active, positive and successful role in today’s diverse society. By encouraging our children to develop their sense of self-worth, we want every child to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. One of our key aims is to enable our children to deal with and adapt to a changing world, leading a healthy, safe and balanced life, so they have good mental health and overall wellbeing.

Our curriculum helps our children build a positive self-image and respect for differences, in order to develop healthy relationships with others through opportunities to reflect on and clarify their own values and attitudes. This is interwoven with the behaviour and ethos of our school.

In an ever-changing world, we aim to promote British Values through the PSHE curriculum, by supporting our children to become healthy and responsible members of society, preparing them for life and work in modern Britain, alongside making a positive difference as a global citizen.

	Autumn		Spring		Summer	
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Nursery	<p><u>Families and people who care for me</u></p> <p><u>Caring friendships</u></p> <p><u>Respectful relationships</u></p> <p><u>Being safe</u></p> <p><u>Mental wellbeing</u></p> <p>*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>*Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>*Show more confidence in new social situations.</p> <p>*Play with one or more other children, extending and elaborating play ideas.</p> <p>*Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p><u>Families and people who care for me</u></p> <p><u>Caring friendships</u></p> <p><u>Respectful relationships</u></p> <p><u>Being safe</u></p> <p><u>Mental wellbeing</u></p> <p>*Talk with others to solve conflicts.</p> <p>*Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>*Understand gradually how others might be feeling.</p>	<p><u>Families and people who care for me</u></p> <p><u>Caring friendships</u></p> <p><u>Respectful relationships</u></p> <p><u>Being safe</u></p> <p><u>Mental wellbeing</u></p> <p>*Develop their sense of responsibility and membership of a community.</p> <p><u>Physical health and fitness</u></p> <p><u>Healthy eating</u></p> <p><u>Health and prevention</u></p> <p>*Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><u>Respectful relationships</u></p> <p>*Develop their sense of responsibility and membership of a community.</p> <p>*Increasingly follow rules, understanding why they are important.</p> <p>*Remember rules without needing an adult to remind them.</p>	<p><u>Respectful relationships</u></p> <p>*Develop appropriate ways of being assertive.</p> <p><u>Healthy eating</u></p> <p>*Make healthy choices about food, drink, activity and toothbrushing.</p> <p><u>Health and prevention</u></p> <p>*Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p><u>Being safe</u></p> <p><u>Mental wellbeing</u></p> <p><u>Healthy eating</u></p> <p>*Make healthy choices about food, drink, activity and toothbrushing.</p> <p><u>Health and prevention</u></p> <p><u>Physical health and fitness</u></p> <p>*Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>

	<p>*Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>*Understand gradually how others might be feeling.</p>					
<b>Reception</b>	<p><b>Families and people who care for me</b></p> <p><b>Caring friendships</b></p> <p><b>Respectful relationships</b></p> <p><b>Being safe</b></p> <p>*See themselves as a valuable individual.</p> <p>*Express their feelings and consider the feelings of others.</p> <p><b>Mental wellbeing</b></p> <p>*Identify and moderate their own feelings socially and emotionally.</p>	<p><b>Caring friendships</b></p> <p><b>Respectful relationships</b></p> <p>*Build constructive and respectful relationships.</p> <p><b>Being safe</b></p> <p><b>Mental wellbeing</b></p> <p>*Show resilience and perseverance in the face of challenge.</p> <p>*Think about the perspectives of others.</p> <p>*Identify and moderate their own feelings socially and emotionally.</p>	<p><b>Being safe</b></p> <p><b>Mental wellbeing</b></p> <p><b>Physical health and fitness</b></p> <p><b>Health and prevention</b></p> <p>*Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian</p>	<p><b>Caring friendships</b></p> <p><b>Respectful relationships</b></p> <p>*See themselves as a valuable individual.</p> <p>*Build constructive and respectful relationships.</p> <p><b>Mental wellbeing</b></p> <p>*Identify and moderate their own feelings socially and emotionally.</p>	<p><b>Caring friendships</b></p> <p><b>Respectful relationships</b></p> <p>*Express their feelings and consider the feelings of others.</p> <p>*Identify and moderate their own feelings socially and emotionally.</p> <p>*Show resilience and perseverance in the face of challenge.</p> <p><b>Internet safety and harms</b></p> <p><b>Physical health and fitness</b></p> <p><b>Healthy eating</b></p> <p><b>Health and prevention</b></p> <p>*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</p>	<p><b>Being safe</b></p> <p><b>Mental wellbeing</b></p> <p><b>Physical health and fitness</b></p> <p>*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</p> <p><b>Changing adolescent body</b></p> <p>*Manage their own needs. • Personal hygiene</p>
<b>Year 1</b>	<p><b>Families and people who care for me:</b></p> <p>*that others' families, 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</p>	<p><b>Families and people who care for me:</b></p> <p>*that families are important for children growing up because they can give love, security and stability.</p> <p>*the characteristics of healthy family life, commitment to each</p>	<p><b>Families and people who care for me:</b></p> <p>*how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p><b>Respectful relationships:</b></p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p><b>Caring friendships:</b></p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support</p>	<p><b>Families and people who care for me:</b></p> <p>*the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time</p>

<p>are also characterised by love and care.</p> <p>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p><b>Caring friendships:</b></p> <p>*how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p>other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>*that others' families, 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.</p> <p>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p><b>Caring friendships:</b></p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> 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treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>*the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships:</b></p> <p>*that people sometimes behave differently online,</p>	<p><b>Health and prevention:</b></p> <p>*about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>*about personal hygiene and germs including bacteria, viruses, how they spread and treated, and the importance of hand washing.</p> <p><b>Basic first aid:</b></p> <p>*how to make a clear and efficient call to emergency services if necessary.</p> <p>*concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>with problems and difficulties.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the conventions of courtesy and manners.</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p><b>Healthy eating:</b></p> <p>*what constitutes a healthy</p>	<p>together and sharing each other's lives.</p> <p>*how to recognise is family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships:</b></p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p><b>Respectful 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	<p><b>Respectful relationships:</b>          *importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.          *the conventions of courtesy and manners.</p> <p><b>Being safe:</b>          *how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><b>Mental wellbeing:</b>          *that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.          *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.          *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p><b>Respectful relationships:</b>          *importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.          *the conventions of courtesy and manners.          *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.          *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  <b>Being safe:</b>          *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>Mental wellbeing:</b>          *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.          *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>including by pretending to be someone they are not.</p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.          *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.          *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.          *how information and data is shared and used online.</p> <p><b>Being safe:</b>          *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.          *how to recognise and report feelings of being unsafe or feeling bad about any adult.          *how to ask for advice or help for themselves or others, and to keep trying until they are heard,          *how to report concerns or abuse, and the vocabulary and confidence needed to do</p>		<p>diet (including understanding calories and other nutritional content).</p> <p>*the principles of planning and preparing a range of healthy meals.          *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).</p> <p><b>Health and prevention:</b>          *about personal hygiene and germs including bacteria, viruses, how they spread and treated, and the importance of hand washing.</p>	<p>*the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe:</b>          *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.          *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.          *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.          *how to recognise and report feelings of being unsafe or feeling bad about any adult.          *how to ask for advice or help for themselves or others, and to keep trying until they are heard,          *how to report concerns or abuse, and the vocabulary and confidence needed to do so.          *where to get advice e.g. family, school and/or other sources.</p> <p><b>Mental wellbeing:</b>          *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>
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	<p>*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>*isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>		<p>so.</p> <p>*where to get advice e.g. family, school and/or other sources.</p> <p><b>Mental wellbeing:</b></p> <p>*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>*that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b>Internet safety and harms:</b></p> <p>*how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>*where and how to report concerns and get support with issues online</p> <p><b>Physical health and fitness:</b></p> <p>*the characteristics and mental and physical benefits of an active lifestyle.</p> <p>*the risks associated with an inactive lifestyle (including obesity).</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>*the facts about legal and</p>			<p>Physical health and fitness:</p> <p>*how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p><b>Changing adolescent body:</b></p> <p>*key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>
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			<p>illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><u>Health and prevention:</u>  *the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>*about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>			
Year 2	<p><u>Caring friendships:</u>  *how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Respectful relationships:</u>  *practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the conventions of courtesy and manners.</p> <p>*that in school and in wider</p>	<p><u>Families and people who care for me:</u>  * that families are important for children growing up because they can give love, security and stability.</p> <p>*the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>*that others' families, 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.</p> <p>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are</p>	<p><u>Being safe:</u>  *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>*that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other contact</p> <p><u>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</u></p> <p>*how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><u>Mental wellbeing:</u>  * that there is a normal</p>	<p><u>Caring friendships:</u>  *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><u>Respectful relationships:</u>  *the conventions of courtesy and manners.</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>*about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p><u>Mental wellbeing:</u>  * how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p><u>Physical health and fitness:</u>  *the characteristics and mental and physical benefits of an active lifestyle.</p> <p>*the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p><u>Healthy eating:</u>  *what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p><u>Health and prevention:</u>  *about dental health and the importance of sufficient</p>	<p><u>Caring friendships:</u>  *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><u>Being safe:</u>  *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p><u>Mental wellbeing:</u>  * that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p><u>Changing adolescent body:</u>  *key facts about puberty and the changing adolescent body, particularly from age 9 through</p>

	<p>society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>Mental wellbeing:</b></p> <p>*that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>* where and how to seek support (including recognising the triggers for seeking support), including whom 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).</p>	<p>important for children's security as they grow up.</p> <p><b>Caring friendships:</b></p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>* importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the conventions of courtesy and manners.</p> <p><b>Mental wellbeing:</b></p> <p>* how to recognise and talk about their emotions, including having a varied vocabulary of</p>	<p>range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>* the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p><b>Online relationships:</b></p> <p>*that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>*how information and data is shared and used online.</p> <p><b>Being safe:</b></p> <p>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>*how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>*how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn</p> <p>*the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>*about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>*the facts and science relating to allergies, immunisation and vaccination.</p>	<p>to age 11, including physical and emotional changes.</p> <p><b>Basic first aid:</b></p> <p>*how to make a clear and efficient call to emergency services if necessary.</p> <p>*concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
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		<p>words to use when talking about their own and others' feelings.</p> <p>*isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>		<p>*where to get advice e.g. family, school and/or other sources.</p> <p><b>Mental wellbeing:</b></p> <p>* how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>Internet safety and harms:</b></p> <p>* that for most people the internet is an integral part of life and has many benefits.</p> <p>*about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>*how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>*where and how to report concerns and get support with issues online</p>		
<b>Year 3</b>	<p><b>Caring friendships:</b></p> <p>*how important friendships are in making us feel happy</p>	<p><b>Families and people who care for me:</b></p> <p>*that families are important</p>	<p><b>Online relationships:</b></p> <p>*that people sometimes behave differently online,</p>	<p><b>Online relationships:</b></p> <p>*how to critically consider their online friendships and sources</p>	<p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are</p>	<p><b>Caring friendships:</b></p> <p>*how important friendships are in making us feel happy</p>

<p>and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or</p>	<p>for children growing up because they can give love, security and stability.</p> <p>*that others' families, 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.</p> <p>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>*how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the conventions of courtesy and manners.</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>including by pretending to be someone they are not.</p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>*how information and data is shared and used online.</p> <p><b>Being safe:</b></p> <p>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>*how to recognise and report feelings of being unsafe or feeling bad about an adult.</p> <p>*how to ask for advice or help for themselves or</p>	<p>of information including awareness of the risks associated with people they have never met.</p> <p><b>Being safe:</b></p> <p>*where to get advice e.g. family, school and/or other sources.</p> <p><b>Mental wellbeing:</b></p> <p>* the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><b>Internet safety and harms:</b></p> <p>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the conventions of courtesy and manners.</p> <p><b>Online relationships:</b></p> <p>*that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><b>Healthy eating:</b></p> <p>*what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>*the principles of planning and preparing a range of healthy meals.</p> <p>*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).</p> <p><b>Health and prevention:</b></p> <p>*about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>*the facts and science relating to allergies,</p>	<p>and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Online relationships:</b></p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><b>Being safe:</b></p> <p>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>*that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>*how to report concerns for abuse, and the vocabulary and confidence needed to do so.</p> <p><b>Changing adolescent body:</b></p> <p>*key facts about puberty and the changing adolescent body,</p>
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	<p>support respectful relationships.          *the conventions of courtesy and manners.  <u>Being safe:</u>          *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  <u>Mental wellbeing:</u>          *that there is a normal range of emotions(e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.          *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  <u>Internet safety and harms:</u>          *why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.          * what a stereotype is, and how stereotypes can be unfair, negative or destructive.  <u>Online relationships:</u>          *that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.  <u>Mental wellbeing:</u>          * the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.          *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  <u>Internet safety and harms:</u>          *that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	<p>others, and to keep trying until they are heard,          *how to report concerns or abuse, and the vocabulary and confidence needed to do so.          *where to get advice e.g. family, school and/or other sources.  <u>Mental wellbeing:</u>          *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.          *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  <u>Internet safety and harms:</u>          *about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.          *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.          *that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>		<p>immunisation and vaccination.</p>	<p>particularly from age 9 through to age 11, including physical and emotional changes.          *about menstrual wellbeing including the key facts about the menstrual cycle.  <u>Basic first aid:</u>          *how to make a clear and efficient call to emergency services if necessary.          *concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>
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			<p>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>*where and how to report concerns and get support with issues online</p> <p><b>Healthy eating:</b></p> <p>*what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>*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).</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>			
<b>Year 4</b>	<p><b>Caring friendships:</b></p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p><b>Families and people who care for me:</b></p> <p>*that families are important for children growing up because they can give love, security and stability.</p> <p>*the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p><b>Caring friendships:</b></p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from</p>	<p><b>Respectful relationships:</b></p> <p>*the conventions of courtesy and manners.</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting</p>	<p><b>Caring friendships:</b></p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them</p>	<p><b>Families and people who care for me:</b></p> <p>*that families are important for children growing up because they can give love, security and stability.</p> <p>* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>

<p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the conventions of courtesy and manners.</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of</p>	<p>*that others' families, 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.</p> <p><b>Caring friendships:</b></p> <p>*how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming toward others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in</p>	<p>others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*the importance of self-respect and how this links to their own happiness.</p> <p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>Online relationships:</b></p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>*how information and data is shared and used online.</p> <p><b>Being safe:</b></p> <p>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>*how to recognise and report feelings of being</p>	<p>bullying to an adult) and how to get help.</p> <p><b>Online relationships:</b></p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>*how information and data is shared and used online.</p> <p><b>Being safe:</b></p> <p>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>*how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>*how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>*where to get advice e.g. family, school and/or other sources.</p> <p><b>Internet safety and harms:</b></p> <p>*how to consider the effect of their online actions on others and know how to recognise bad display respectful behaviour online and the</p>	<p>(for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the importance of self-respect and how this links to their own happiness.</p> <p><b>Online relationships:</b></p> <p>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><b>Physical health and fitness:</b></p> <p>*the characteristics and mental and physical benefits of an active lifestyle.</p> <p>*the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p><b>Healthy eating:</b></p> <p>*what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>*the principles of planning and preparing a range of healthy meals.</p> <p>*the characteristics of a poor diet and risks associated with unhealthy</p>	<p>*that others' families, either in school or in the wider world, sometimes look different from their family, but that they</p> <p>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>*that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><b>Caring friendships:</b></p> <p>*how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are</p>
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	<p>bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>Mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>*isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>*that bullying (including cyberbullying) has a negative and often lasting effect on mental wellbeing.</li> </ul> <p><b>Internet safety and harms:</b></p> <ul style="list-style-type: none"> <li>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul> <p><b>Healthy eating:</b></p> <ul style="list-style-type: none"> <li>*the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours</li> </ul>	<p>character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the conventions of courtesy and manners.</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and in turn they should show respect to others, including those in positions of authority.</p> <p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>*what a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p>*the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships:</b></p> <ul style="list-style-type: none"> <li>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<p>unsafe or feeling bad about an adult.</p> <ul style="list-style-type: none"> <li>*how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p><b>Mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul> <p><b>Internet safety and harms:</b></p> <ul style="list-style-type: none"> <li>*about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>*how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	<p>importance of keeping personal information private.</p> <ul style="list-style-type: none"> <li>*about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>*where and how to report concerns and get support with issues online.</li> </ul> <p><b>Physical health and fitness:</b></p> <ul style="list-style-type: none"> <li>*how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p><b>Health and prevention:</b></p> <ul style="list-style-type: none"> <li>*the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul> <p><b>Basic first aid:</b></p> <ul style="list-style-type: none"> <li>*how to make a clear and efficient call to emergency services if necessary.</li> <li>*concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>	<p>very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> <li>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>*the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>*how to recognise and report feelings of being unsafe or feeling bad about an adult.</li> <li>*how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>*how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> <p><b>Mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>*that there is a normal range of emotions(e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of</li> </ul>
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	(e.g. the impact of alcohol on diet or health).	<p>*how information and data is shared and used online.</p> <p><b>Being safe:</b></p> <p>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>* that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>*how to recognise and report feelings of being unsafe or feeling bad about an adult.</p> <p><b>Mental wellbeing:</b></p> <p>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>Internet safety and harms:</b></p> <p>*about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</p> <p>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p><b>Physical health and fitness:</b></p> <p>*the risks associated with an inactive lifestyle (including obesity).</p> <p><b>Healthy eating:</b></p> <p>*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).</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p>*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>Health and prevention:</b></p> <p>* about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>*personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>			<p>emotions that all humans experience in relation to different experiences and situations.</p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>*where and how to seek support (including recognising the triggers for seeking support), including whom 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).</p> <p><b>Changing adolescent body:</b></p> <p>*key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.</p> <p>*about menstrual wellbeing including the key facts about the menstrual cycle.</p>
<b>Year 5</b>	<p><b>Caring friendships:</b></p> <p>* how important friendships are in making us feel happy and secure, and how people</p>	<p><b>Families and people who care for me:</b></p> <p>*that others’ families, either in school or in the wider world,</p>	<p><b>Caring friendships:</b></p> <p>*how to recognise who to trust and who not to trust, how to judge when a</p>	<p><b>Online relationships:</b></p> <p>*how to critically consider their online friendships and sources of information including</p>	<p><b>Being safe:</b></p> <p>*what sorts of boundaries are appropriate in friendships with peers and</p>	<p><b>Families and people who care for me:</b></p> <p>*the characteristics of healthy family life, commitment to</p>

<p>choose and make friends. *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b> *the conventions of courtesy and manners. *the importance of self-respect and how this links to their own happiness. *that in school and in wider society they can expect to be treated with respect by others, and in turn they should show respect to</p>	<p>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.</p> <p><b>Caring friendships:</b> * how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b> *importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</p>	<p>friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b> *practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the importance of self-respect and how this links to their own happiness. *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. *the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships:</b> * that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for</p>	<p>awareness of the risks associated with people they have never met.</p> <p><b>Mental wellbeing:</b> * the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><b>Internet safety and harms:</b> *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p><b>Physical health and fitness:</b> * the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>*the risks associated with an inactive lifestyle (including obesity).</p> <p><b>Healthy eating:</b> *what constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>others (including in a digital context). <b>Internet safety and harms:</b> *why social media, some computer games and online gaming, for example, are age restricted.</p> <p><b>Drugs, alcohol and tobacco:</b> *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>Basic first aid:</b> *how to make a clear and efficient call to emergency services if necessary.</p> <p>*concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p><b>Respectful relationships:</b> *importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships. *the conventions of courtesy and manners. *the importance of self-respect and how this links to their own happiness. *that in school and in wider society they can expect to be treated with respect by others, and in turn they should show respect to others, including those in positions of authority. *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>
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<p>others, including those in positions of authority.</p> <p><b>Online relationships:</b>          *that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.          *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Mental wellbeing:</b>          *that mental wellbeing is a normal part of daily life, in the same way as physical health.          *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.          *how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.          *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.          *where and how to seek support (including recognising the triggers for</p>	<p>backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.          *the conventions of courtesy and manners.          *the importance of self-respect and how this links to their own happiness.          *that in school and in wider society they can expect to be treated with respect by others, and in turn they should show respect to others, including those in positions of authority.          *about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.          *what a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p><b>Online relationships:</b>          *that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>*how to critically consider their online friendships and sources of information including awareness of the risks</p>	<p>others online including when we are anonymous.          *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them          *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.          *how information and data is shared and used online.</p> <p><b>Being safe:</b>          *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).          *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.          *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><b>Mental wellbeing:</b>          *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b>Internet safety and harms:</b>          *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of</p>				<p>*what a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p><b>Being safe:</b>          *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).          *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.          *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.          *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.          *how to recognise and report feelings of being unsafe or feeling bad about an adult.          *how to ask for advice or help for themselves or others, and to keep trying until they are heard,          *how to report concerns or abuse, and the vocabulary and confidence needed to do so.          *where to get advice e.g. family, school and/or other sources.</p> <p><b>Mental wellbeing:</b>          *that there is a normal range of emotions(e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to</p>
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	<p>seeking support), including whom 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).</p> <p><i>*it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</i></p>	<p>associated with people they have never met.</p> <p><i>*how information and data is shared and used online.</i></p> <p><b>Being safe:</b></p> <p><i>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</i></p> <p><b>Internet safety and harms:</b></p> <p><i>*about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</i></p> <p><i>*how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</i></p> <p><i>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</i></p> <p><i>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</i></p>	<p>keeping personal information private.</p> <p><i>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</i></p> <p><i>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</i></p> <p><i>*where and how to report concerns and get support with issues online.</i></p> <p><b>Drugs, alcohol and tobacco:</b></p> <p><i>*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</i></p>			<p>different experiences and situations.</p> <p><i>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i></p> <p><i>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</i></p> <p><b>Changing adolescent body:</b></p> <p><i>*key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.</i></p> <p><i>*about menstrual wellbeing including the key facts about the menstrual cycle.</i></p>
Year 6	<p><b>Families and people who care for me:</b></p> <p><i>*that families are important for children growing up because they can give love, security and stability.</i></p> <p><i>* the characteristics of healthy family life, commitment to each other,</i></p>	<p><b>Families and people who care for me:</b></p> <p><i>*that families are important for children growing up because they can give love, security and stability.</i></p> <p><i>*that stable, caring relationships, which may be of different types, are at the heart</i></p>	<p><b>Families and people who care for me:</b></p> <p><i>*that families are important for children growing up because they can give love, security and stability.</i></p> <p><b>Caring friendships:</b></p> <p><i>* how important friendships are in making us feel happy</i></p>	<p><b>Respectful relationships:</b></p> <p><i>*what a stereotype is, and how stereotypes can be unfair, negative or destructive.</i></p> <p><i>*the importance of permission-seeking and giving in relationships with friends, peers and adults.</i></p>	<p><b>Families and people who care for me:</b></p> <p><i>*that families are important for children growing up because they can give love, security and stability.</i></p> <p><b>Caring friendships:</b></p> <p><i>*the characteristics of friendships, including</i></p>	<p><b>Families and people who care for me:</b></p> <p><i>* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time</i></p>

<p>including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>*that others' families, either in school or in the wider world, sometimes look different from their family, but that they</p> <p>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>*that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>*how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships:</b></p> <p>*the characteristics of friendships, including mutual respect, truthfulness, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have</p>	<p>of happy families, and are important for children's security as they grow up.</p> <p><b>Caring friendships:</b></p> <p>* how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming toward others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*the importance of self-respect and how this links to their own happiness.</p>	<p>and secure, and how people choose and make friends.</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*the importance of self-respect and how this links to their own happiness.</p>	<p><b>Online relationships:</b></p> <p>* that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><b>Mental wellbeing:</b></p> <p>*that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>*the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><b>Internet safety and harms:</b></p> <p>*why social media, some computer games and online gaming, for example, are age restricted.</p> <p>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>mutual respect, truthfulness, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*the importance of self-respect and how this links to their own happiness.</p> <p>*about different types of bullying (including cyberbullying), the impact of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>Online relationships:</b></p> <p>* that people sometimes behave differently online,</p>	<p>together and sharing each other's lives.</p> <p>*that others' families, either in school or in the wider world, sometimes look different from their family, but that they</p> <p>*that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>*that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>*how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*the importance of self-respect and how this links to their own happiness.</p> <p>*what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><b>Online relationships:</b></p> <p>* that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>*the rules and principles for keeping safe online, how to</p>
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<p>ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>*how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships:</b></p> <p>*importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the importance of self-respect and how this links to their own happiness.</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and in turn they should show respect to others, including those in positions of authority.</p> <p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of</p>	<p>*practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>*the conventions of courtesy and manners.</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and in turn they should show respect to others, including those in positions of authority.</p> <p>*about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>*what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><b>Online relationships:</b></p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><b>Being safe:</b></p> <p>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>Mental wellbeing:</b></p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>*simple self-care techniques, including the importance of rest, time spent with friends</p>	<p>*that in school and in wider society they can expect to be treated with respect by others, and in turn they should show respect to others, including those in positions of authority.</p> <p>*the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships:</b></p> <p>* that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>*how information and data is shared and used online.</p> <p><b>Being safe:</b></p> <p>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>Mental wellbeing:</b></p> <p>*that mental wellbeing is a normal part of daily life, in</p>	<p>including by pretending to be someone they are not.</p> <p>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p><b>Being safe:</b></p> <p>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>*how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><b>Mental wellbeing:</b></p> <p>*that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>*the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>		<p>recognise risks, harmful content and contact, and how to report them</p> <p>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>*how information and data is shared and used online.</p> <p><b>Being safe:</b></p> <p>*about the concept of privacy and the implications of it for both children and adults: including that it is not always right to keep secrets if they relate to being safe.</p> <p>*that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>*how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>*how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>*how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>*where to get advice e.g. family, school and/or other sources.</p> <p><b>Mental wellbeing:</b></p> <p>*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of</p>	
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	<p>bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>*the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Online relationships:</b></p> <ul style="list-style-type: none"> <li>*that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>*the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>*how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>*how information and data is shared and used online.</li> </ul> <p><b>Being safe:</b></p> <ul style="list-style-type: none"> <li>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>*about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>*that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other,</li> </ul>	<p>and family and the benefits of hobbies and interests.</p> <p><b>Internet safety and harms:</b></p> <ul style="list-style-type: none"> <li>*about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	<p>the same way as physical health.</p> <ul style="list-style-type: none"> <li>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>*the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>*isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>*that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>*it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> <p><b>Internet safety and harms:</b></p> <ul style="list-style-type: none"> <li>*how to consider the effect of their online actions on others and know how to recognise and display</li> </ul>		<ul style="list-style-type: none"> <li>*isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul> <p><b>Internet safety and harms:</b></p> <ul style="list-style-type: none"> <li>*about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul> <p><b>Physical health and fitness:</b></p> <ul style="list-style-type: none"> <li>* the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>*the risks associated with an inactive lifestyle (including obesity).</li> <li>*how to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Drugs, alcohol and tobacco:</b></p> <ul style="list-style-type: none"> <li>*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<p>emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>*where and how to seek support (including recognising the triggers for seeking support), including whom 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).</li> </ul> <p><b>Internet safety and harms:</b></p> <ul style="list-style-type: none"> <li>*about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul> <p><b>Health and prevention:</b></p> <ul style="list-style-type: none"> <li>*about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul>
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	<p>contact.</p> <ul style="list-style-type: none"> <li>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>*how to recognise and report feelings of being unsafe or feeling bad about an adult.</li> <li>*how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>*how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>*where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>*that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>		<p>respectful behaviour online and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> <li>*why social media, some computer games and online gaming, for example, are age restricted.</li> <li>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>*where and how to report concerns and get support with issues online.</li> </ul> <p><b>Healthy eating:</b></p> <ul style="list-style-type: none"> <li>*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).</li> </ul> <p><b>Drugs, alcohol and tobacco:</b></p> <ul style="list-style-type: none"> <li>*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>		<p><b>Health and prevention:</b></p> <ul style="list-style-type: none"> <li>*how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>*the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>*about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>*the facts and science relating to allergies, immunisation and vaccination.</li> </ul> <p><b>Basic first aid:</b></p> <ul style="list-style-type: none"> <li>*how to make a clear and efficient call to emergency services if necessary.</li> <li>*concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul> <p><b>Changing adolescent body:</b></p> <ul style="list-style-type: none"> <li>*key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.</li> </ul>	<p><b>Changing adolescent body:</b></p> <ul style="list-style-type: none"> <li>*key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.</li> <li>* about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
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	<p><b>Internet safety and harms:</b></p> <ul style="list-style-type: none"><li>*that for most people the internet is an integral part of life and has many benefits.</li><li>*how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>*why social media, some computer games and online gaming, for example, are age restricted.</li><li>*that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>*where and how to report concerns and get support with issues online.</li></ul> <p><b>Changing adolescent body:</b></p> <ul style="list-style-type: none"><li>*key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.</li></ul>					
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