



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Healthy Self ✓ To know that basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body's natural response. ✓ To know that feelings are the words used to describe emotions. ✓ To recognise and name the following emotions and associated feelings: Happiness (excited, calm), Sadness (lonely, upset), Fear (worried, scared), Anger (cross, annoyed), Disgust (uncomfortable), Surprise (amazed, shocked) ✓ To know that it is okay and normal to experience both positive (comfortable) and negative (uncomfortable) feelings in response to different situations. ✓ To know feelings can change and vary in intensity and may seem small or big, depending on the situation. Support with mental wellbeing ✓ To know that talking to a trusted adult can help when they feel upset or worried. Self-care ✓ To know that resting and doing things they enjoy can help them feel better. ✓ To know that talking to someone can help when they feel sad or left out. Bullying and mental health ✓ To know that repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer.*	Connecting With Others ✓ Talking about how families are special. ✓ Identifying different ways family members help each other. ✓ Recognising when someone in a family might need support. ✓ Exploring why spending time with family is important to them. Healthy friendships ✓ Discussing what makes a good friend (e.g. kind, sharing). ✓ Discussing why friendships are important to them. ✓ Identifying and reflecting on simple ways they can make friends with others. Beginning to express disagreement calmly (e.g. "I don't agree" or "Can I have a turn too?"). ✓ Solving some minor disagreements with peers, using compromise, turn taking or asking for help from an adult. ✓ Recognising and admitting when they or others have behaved in a way that was unkind. Respecting each other ✓ Using simple, polite phrases in everyday situations. ✓ Showing respectful behaviour towards others by listening, sharing and taking turns. ✓ Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall). ✓ Respecting when others say no or need space. Respectful conflict ✓ Expressing basic feelings (e.g. "I feel sad") and needs politely (e.g. "Please stop"). ✓ Using polite words to ask for help or solve small problems. ✓ Beginning to use calming strategies with adult support. Self-respect and self-esteem ✓ Talking about things they are good at and enjoy. ✓ Recognise and naming their own feelings and achievements. ✓ Beginning to set simple personal goals, e.g. "I want to learn to tie my shoelaces". ✓ Practising positive self-talk with adult support, e.g. "I can do it if I keep trying".	The Online World - Responsible and safe use ✓ To know that people can search online for information or answers to questions. - Reporting online ✓ To know who trusted adults are and how to report concerns about online content or behaviour. ✓ To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. - Online relationships ✓ To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. - Risks and harms ✓ To know that too much screen time can interfere with other healthy habits. ✓ To know that some online is not intended or suitable for children.	Citizenship ✓ To know it is important to listen carefully to others' ideas. - Preparing to play an active role as citizens ✓ To know that babies and young children need help to eat, sleep, get dressed and stay clean. ✓ To know that different pets need looking after in different ways. ✓ To know that everybody has a responsibility to care for the school and local environment.	Health Protection ✓ To know that germs can live on hands and surfaces even when they cannot be seen. ✓ To know that washing hands with soap and water helps remove germs that can make people ill. ✓ To know that people should cover their mouths when they cough or sneeze and put tissues in the bin. ✓ To know that people have check-ups with doctors, nurses and dentists to help them stay healthy. ✓ To know that sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly. ✓ To know that some people need to use medicine often, such as inhalers, to help keep them well. Sun safety ✓ To know that wearing a hat and covering skin can help keep them safe in the sun. ✓ To know that they should drink water when it is hot to stay well. Support with physical health ✓ To know that they should tell a trusted adult if something hurts or feels wrong in their body. ✓ To know some common signs of illness, e.g. a tummy ache, feeling hot or cold, coughing or sneezing. ✓ To know that medicines, when used properly, can help people feel better. ✓ To know that head bumps should always be told to an adult. ✓ To know that first aid is the immediate help given to someone who is hurt or unwell. ✓ To know that ice packs can help bruises or bumps. ✓ To know that it is important for broken skin to be cleaned to ensure germs cannot enter the body. ✓ To know that their role is to get help from a trusted adult, not to try to fix the injury themselves. ✓ To know that 999 is the number to dial in an emergency.*	Staying Safe ✓ To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). Relationship support (Repeated in Connecting with others) ✓ To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. Hazards at home and away ✓ To know that some things in the home can be harmful. Calling the emergency services (Developed further in Health protection and First aid units) ✓ To know that 999 is the number to dial in an emergency.* ✓ To know the emergency services are the police, fire and ambulance services.* Drugs, alcohol, tobacco and vaping ✓ To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. ✓ To know that they should never touch or taste something if they do not know what it is. ✓ To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission. ✓ To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc). Road and rail safety ✓ To know the 'Stop, Look and Listen' rule for crossing a road. ✓ To know that a helmet should be worn when biking or scooting. ✓ To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers).
Year 2	My Healthy Self	Connecting With Others	The Online World - Reporting online ✓ Recognising when something online makes them feel scared, worried, uncomfortable or unsafe. ✓ Recognising some occasions when they are online in their everyday life. - Responsible and safe use ✓ Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). ✓ Checking with a trusted adult before they use new apps or websites. ✓ Beginning to identify when someone has shared too much information about themselves online.	Citizenship Coming soon!	Growing Up	Staying Safe

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	Dental health ✔ Explaining why it is important to brush their teeth regularly. ✔ Demonstrating how to correctly brush teeth using an electric and manual toothbrush. Healthy diet ✔ Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks). ✔ Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc). ✔ Talking about how they feel when they have had enough sleep or not enough sleep. Being active ✔ Recognising when they are active and how it makes them feel. ✔ Independently choosing active play or movement during the school day. ✔ Recognising opportunities that they have to be active outside of school. ✔ Beginning to join in with movement breaks or suggest when they need one.	✔ To know that it is important to treat everyone with kindness and respect. ✔ To know that differences between people are something to celebrate. Bullying ✔ To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose'). ✔ To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People'). ✔ To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. ✔ To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online. ✔ To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents). Understanding boundaries ✔ To know that they can talk to a trusted adult if someone crosses a boundary.* ✔ To know that everyone has the right to say no, even to people they know.* Valuing diversity ✔ To know that people in a community can be different from each other and this makes the community interesting and special. ✔ To know that it is unfair to treat someone differently just because they are different from you.			✔ To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique. ✔ To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body. ✔ To know that humans grow and change as they get older, from babies to children to teenagers to adults. ✔ To know that growing up means becoming more independent in looking after ourselves. ✔ To understand that their body is special and belongs to them.* ✔ To know that some parts of the body are private and that they should always respect their own and others' privacy. ✔ To know the correct names for private body parts* (e.g. penis, vulva, vagina, testicles, scrotum and nipples). ✔ To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with. ✔ To know that physical changes to the body are a normal part of growing up and becoming an adult.	✔ To understand that their body is special and it belongs to them.* ✔ To know the correct names for private body parts, including the penis, testicles, vulva and vagina.* ✔ To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission. ✔ To know that a stranger is anybody that they do not know. ✔ To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). ✔ To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. ✔ To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online. Road and rail safety ✔ To know the 'Stop, Look and Listen' rule for crossing a road. Water safety ✔ To know that they should never go near or enter the water without an adult supervising. ✔ To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help. ✔ To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online. Drugs, alcohol, tobacco and vaping ✔ To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. ✔ To know that they should never touch or taste something if they do not know what it is. ✔ To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission. ✔ To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc). Hazards at home and away ✔ To know that some things in the home can be harmful. Calling the emergency services (Developed further in Health protection and First aid units) ✔ To know that 999 is the number to dial in an emergency.* ✔ To know the emergency services are the police, fire and ambulance services.*
Year 3	My Healthy Self	Connecting With Others	The Online World ✔ Identifying some types of online bullying behaviour. Responsible and safe use ✔ Choosing whether to accept a friend request in an online game. ✔ Recognising that some online features are not suitable for all ages. Reporting online ✔ Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.	Citizenship (Rights and Responsibilities)	Health Protection Coming soon!	Citizenship (Careers) Coming soon!

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	✓ To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour.* ✓ To know the difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. ✓ To know that taking care of their own feelings is part of staying healthy. ✓ To know that many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate. ✓ To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. ✓ To know that seeking help early can make a significant difference for someone struggling with their feelings or mood. Self-care ✓ To know that children of their age should get between 9 -12 hours of sleep every night. ✓ To know that poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. ✓ To know that spending time outdoors can help people feel calm, focused and more connected to the world around them. Bullying and mental health ✓ To know that when someone is bullied repeatedly, they may start to believe the negative things said about them. ✓ To know that many different feeling words can be used to identify and describe their emotions. ✓ To recognise and name the following emotions and associated feelings: Happiness (confident, hopeful, proud), Sadness (disappointed), Fear (nervous, embarrassed), Anger (frustrated, jealous, guilty), Disgust (offended), Surprise (curious). ✓ To know that their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. ✓ To know that feelings can feel stronger or weaker depending on the situation. ✓ To know that emotions and feelings can affect thoughts, decisions and behaviour.*	Bullying ✓ Identifying examples of different types of bullying in various contexts, including online. ✓ Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted. Self- respect and self- esteem ✓ Identifying their own characteristics, strengths, skills and interests. ✓ Reflecting on personal achievements and progress. Valuing diversity ✓ Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel. Understanding boundaries ✓ Communicating personal boundaries clearly (e.g. "I'm not comfortable with that"). ✓ Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). Respectful conflict ✓ Practising saying no or expressing disagreement respectfully. ✓ Communicating simple boundaries clearly (e.g. "I don't want to play that game"). Healthy friendships ✓ Identifying characteristics they look for in a friend and why. ✓ Considering practical ways they can be a good friend to others. Friendship challenges ✓ Using respectful language when disagreeing or solving problems with others. ✓ Analysing situations and discussing appropriate and inappropriate responses. ✓ Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise. ✓ Describing different ways families can spend time together. ✓ Describing ways family members can support each other (listening, helping around the home , looking after when ill, etc). ✓ Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc).*
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	My healthy self Self-care ✓ Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful. Bullying and mental health ✓ Reflecting on how people who are bullied might think and feel. Being active ✓ Identifying different ways they are regularly active during the school day and outside of school. ✓ Recognising when they have been inactive for too long and choosing to move or be active. ✓ Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). ✓ Recognising and explaining some of the benefits of being physically active. Healthy diet ✓ Planning a healthy lunchbox or snack. ✓ Describing the role of different food groups and what makes for a healthy, balanced diet. ✓ Recognising natural and processed foods and what makes them different. <td> Connecting with others Family support ✓ To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems. Healthy friendships ✓ To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. ✓ To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. ✓ To know that many people experience feelings of loneliness at times. ✓ To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. Friendship challenges ✓ To know that apologising and discussing feelings can help solve problems and maintain good relationships. ✓ To know that respectful disagreement is a normal part of healthy relationships. ✓ To know that compromise and fairness are vital to any friendship. Respecting each other ✓ To know that respect means treating others as you would like to be treated: with kindness and fairness. ✓ To know that everyone has the right to be treated with respect. ✓ To know that good manners are a way of showing respect to other people. ✓ To know that different people may have different needs and preferences in the same space. Understanding boundaries ✓ To know that respecting boundaries helps keep relationships safe and healthy. ✓ To know that physical, emotional and digital boundaries are all important. ✓ To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable. Respectful conflict ✓ To know that being assertive means speaking up calmly and politely without being unkind. ✓ To know that being kind does not mean always agreeing or giving in. ✓ To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise. ✓ To know that disappointment and frustration are normal feelings and will pass. Self-respect and self-esteem ✓ To know that self-respect means valuing yourself and treating yourself with kindness. Valuing diversity ✓ To know that diversity means people have different backgrounds, cultures, religions and beliefs. ✓ To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals. ✓ To know that people should be treated as an individual and with respect. Bullying <td> The online world Being online ✓ Identifying what the internet can be used for. Risks and harms ✓ Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. Responsible and safe use ✓ Recognising that some online features are not suitable for all ages. ✓ Questioning whether online information, including from search engines, is accurate. ✓ Comparing information from several online sources to help decide which is most reliable. Reporting online ✓ Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult. <td></td><td></td><td> Staying safe Recognising unsafe personal situations ✓ Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). ✓ Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). ✓ Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. Relationship support (Repeated in Connecting with others) ✓ Practising how they would ask for help and say 'no' in certain situations.* ✓ Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).* Road and rail safety ✓ Explaining how to safely cross roads using a variety of crossing types. ✓ Identifying various risks on roads and ways to make them safer. Water safety ✓ Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). ✓ Explaining some water safety signs and their meaning. Hazards at home and away ✓ Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. ✓ Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. Calling the emergency services (Developed further in Health protection and First aid units) ✓ Identifying different ways of getting help in an emergency, including phoning 999.* Drugs, alcohol, tobacco and vaping ✓ Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol). </td></td></td>	Connecting with others Family support ✓ To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems. Healthy friendships ✓ To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. ✓ To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. ✓ To know that many people experience feelings of loneliness at times. ✓ To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. Friendship challenges ✓ To know that apologising and discussing feelings can help solve problems and maintain good relationships. ✓ To know that respectful disagreement is a normal part of healthy relationships. ✓ To know that compromise and fairness are vital to any friendship. Respecting each other ✓ To know that respect means treating others as you would like to be treated: with kindness and fairness. ✓ To know that everyone has the right to be treated with respect. ✓ To know that good manners are a way of showing respect to other people. ✓ To know that different people may have different needs and preferences in the same space. Understanding boundaries ✓ To know that respecting boundaries helps keep relationships safe and healthy. ✓ To know that physical, emotional and digital boundaries are all important. ✓ To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable. Respectful conflict ✓ To know that being assertive means speaking up calmly and politely without being unkind. ✓ To know that being kind does not mean always agreeing or giving in. ✓ To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise. ✓ To know that disappointment and frustration are normal feelings and will pass. Self-respect and self-esteem ✓ To know that self-respect means valuing yourself and treating yourself with kindness. Valuing diversity ✓ To know that diversity means people have different backgrounds, cultures, religions and beliefs. ✓ To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals. ✓ To know that people should be treated as an individual and with respect. Bullying <td> The online world Being online ✓ Identifying what the internet can be used for. Risks and harms ✓ Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. Responsible and safe use ✓ Recognising that some online features are not suitable for all ages. ✓ Questioning whether online information, including from search engines, is accurate. ✓ Comparing information from several online sources to help decide which is most reliable. Reporting online ✓ Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult. <td></td><td></td><td> Staying safe Recognising unsafe personal situations ✓ Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). ✓ Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). ✓ Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. Relationship support (Repeated in Connecting with others) ✓ Practising how they would ask for help and say 'no' in certain situations.* ✓ Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).* Road and rail safety ✓ Explaining how to safely cross roads using a variety of crossing types. ✓ Identifying various risks on roads and ways to make them safer. Water safety ✓ Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). ✓ Explaining some water safety signs and their meaning. Hazards at home and away ✓ Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. ✓ Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. Calling the emergency services (Developed further in Health protection and First aid units) ✓ Identifying different ways of getting help in an emergency, including phoning 999.* Drugs, alcohol, tobacco and vaping ✓ Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol). </td></td>	The online world Being online ✓ Identifying what the internet can be used for. Risks and harms ✓ Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. 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Year 5	My healthy self Recognising and talking about emotions ✓ Communicating how they are feeling and why, in a clear and respectful way.* ✓ Reflecting on whether their feelings and behavioural response were appropriate for a particular situation.* Support with mental wellbeing ✓ Recognising signs that someone might be experiencing mental health problems. ✓ Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc). Being active ✓ Reflecting on how active they are each day and planning ways to move more during the week. ✓ Recognising the difference between light, moderate and vigorous activity and giving examples of each. ✓ Recognising and explaining the benefits of regular physical activity on both mental and physical health. Healthy diet ✓ Evaluating food choices and what can influence these. ✓ Reading basic traffic light food labels to compare sugar, salt or fat content. ✓ Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. ✓ Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt.	Connecting with others The role of family ✓ Discussing how the time spent with family may change as they get older and how these relationships might evolve. ✓ Reflecting on how they support their families, how their families support them and why this is important to their family. ✓ Exploring different ways parents or carers might protect and show care for their children. ✓ Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). Diversity in family structures ✓ Analysing how different contexts can influence family roles and relationships. ✓ Recognising and respecting different types of families. Family support ✓ Recognising when a family relationship seems unsafe or unhealthy. Healthy friendships ✓ Considering the importance of friendships and the different ways friendships can enhance our lives. ✓ Suggesting ways people can make new friends throughout their lives. ✓ Recognising that friendships will change and evolve over time. ✓ Describing some signs of unhealthy or unhappy friendships. Friendship challenges ✓ Resolving conflict using calm, assertive communication (e.g. "I feel... when you..." statements). ✓ Self-identifying when they need to adjust their behaviour. ✓ Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. ✓ Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. Understanding boundaries ✓ Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. Respectful conflict ✓ Practising discussing disagreements without blaming others or over-reacting. Self- respect and self- esteem	The online world Being online ✓ To know that specific online activities are designed for different purposes (e.g communication, entertainment or learning). Risks and harms ✓ To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. ✓ To know that online content is often edited and carefully chosen. ✓ To know that personal data includes information about a person, including their online behaviour and interests. ✓ To know that apps, websites and games can collect personal data, including location information. Responsible and safe use ✓ To know that there are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). Reporting online ✓ To know how to report concerns on different online platforms. ✓ To know that reporting online concerns to a trusted adult is always important.	Citizenship Preparing to play an active role as citizens ✓ To know that setting up community groups is one way people can contribute to their community. ✓ To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. ✓ To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community. ✓ To know that elections allow people to vote for a Member of Parliament to represent them in Parliament. ✓ To know that people pay taxes to fund Government and local spending.	Growing Up Changing bodies ✓ Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. ✓ Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). ✓ Describing the stages of the menstrual cycle. ✓ Challenging behaviour that crosses personal boundaries, while staying respectful and safe.*	Citizenship (Money) Coming soon!

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Belonging, Caring, Resilience, Integrity



Learn and Grow Together



		✓ Recognising and celebrating their own identity and what makes them unique. Valuing diversity ✓ Practising ways to safely speak out against unfairness or exclusion, using respectful language. Relationship support* (repeated in Staying safe) ✓ Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* ✓ Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* ✓ Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*				
Year 6	My healthy self Recognising and talking about emotions ✓ Communicating how they are feeling and why, in a clear and respectful way.* ✓ Describing their thoughts and responses to a situation and considering possible alternative ways to respond.* ✓ Reflecting on whether their feelings and behavioural response were appropriate for a particular situation.* ✓ Considering how their behavioural response to a situation might be different in different places. Bullying and mental health ✓ Explaining how and why bullying, including online (cyberbullying), can negatively impact mental wellbeing in the short and long term. ✓ Considering how those who are bullied would think and feel and demonstrating empathy towards them. Self-care ✓ Reflecting on the benefits of positive emotional health and what this entails for them. ✓ Creating an evening routine that is conducive to a good night's sleep. Being active ✓ Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels. Dental health ✓ Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups. Healthy diet ✓ Evaluating food choices and what can influence these. ✓ Reading basic traffic light food labels to compare sugar, salt or fat content. ✓ Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness). ✓ Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. ✓ Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt.	Connecting With Others Connecting with others Family support ✓ To know they can speak to someone at school or Childline if a family relationship is making them feel unsafe. Healthy friendships ✓ To know that how people deal with fallouts and disagreements can affect how strong their friendships become. ✓ To know that people who pressure, lie, or break promises may not be trustworthy. Friendship challenges ✓ To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). ✓ To know that it is important to regulate our responses to emotions so they do not control our feelings and actions.* ✓ To know that if conflict exists, using violence or aggression is not acceptable and will make things worse. Respecting each other ✓ To know that respect can also mean recognising someone's role or responsibility, e.g. showing respect to teachers, leaders or people in public service. ✓ To know that people should try to balance their own needs and wants with the needs and rights of those around them to be respectful. ✓ To know that people have a responsibility to each other to behave appropriately and fairly. Understanding boundaries ✓ To know that healthy relationships involve mutual trust, respect and consent. ✓ To know that it is okay to say no, to change a decision, or to change a boundary, even if permission was previously given. ✓ To know that crossing someone's boundary, even as a joke, can harm trust and damage relationships. ✓ To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. Respectful conflict ✓ To know how to express needs and boundaries respectfully and confidently. Self- respect and self- esteem ✓ To know that behaving in a way that aligns with our values contributes to self-respect.*	The Online World The online world Being online ✓ To know that specific online activities are designed for different purposes (e.g communication, entertainment or learning). Risks and harms ✓ To know that online content is often edited and carefully chosen. Responsible and safe use ✓ To know that there are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). Reporting online ✓ To know how to report concerns on different online platforms. ✓ To know that reporting online concerns to a trusted adult is always important.	Citizenship Coming soon!	Staying Safe Staying safe Recognising unsafe personal situations ✓ Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. ✓ Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. ✓ Practising how to ask for, give or refuse permission or consent in a range of situations. Relationship support (Repeated in Connecting with others) ✓ Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* ✓ Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* ✓ Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).* Road and rail safety ✓ Identifying safe places to cross a road and describing different strategies to cross safely. ✓ Explaining how to safely cross a railway line, at identified crossing points. ✓ Identifying various risks on railways and ways to make them safer. Water safety ✓ Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. Hazards at home and away ✓ Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. ✓ Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). ✓ Assessing whether a situation is hazardous and explaining why. ✓ Considering how to respond to hazards in a range of situations, including those involving peers. Calling the emergency services (Developed further in Health protection and First aid units) ✓ Identify situations where calling 999 is appropriate vs not.* ✓ Recognising other ways of getting help when it is needed, but is not an emergency.*	Sex Education ✓ To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex). ✓ To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older. ✓ To know that pregnancy begins when a fertilised egg grows in the uterus. ✓ To know that a baby develops in the uterus for approximately nine months. ✓ To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. ✓ To know that there are different ways people can become parents, including through IVF and adoption. ✓ To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.

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		✓ To know that self-respect supports good mental health and happiness and aids personal growth ✓ To know that identity includes values, beliefs, likes, dislikes and cultural background. ✓ To know that developing interests and achieving goals helps build self-esteem. Valuing diversity ✓ To know that discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability. ✓ To know that stereotypes can be harmful because they limit what people believe they can do or become. Bullying ✓ To know that a bystander is someone who sees or knows that bullying is happening but does not take part or take action. ✓ To know that an upstander is someone who witnesses bullying and chooses to take safe and appropriate action. ✓ To know that bullying can seriously affect the mental health of those involved and can have a long-term impact. Relationship support* (repeated in Staying safe) ✓ To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.			✓ Explaining why filming an incident is not usually the right course of action in an emergency.* Drugs, alcohol, tobacco and vaping ✓ Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). ✓ Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). ✓ Explaining the risks and consequences of using harmful substances and practising how to say 'no'.	
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