

## Whole School Progression in Skills for PSHE & RSE



From Reception to Year 6, children follow our PSHE curriculum with specific skills and knowledge taught in each year group that build upon the previous learning.

Children engage in regular circle times (at least weekly) to address areas of PSHE that are important to them at that time, e.g. a class that finds friendships difficult to manage will have circle times dedicated to developing these skills in addition to the curriculum.

There are many other opportunities across our curriculum for children to deepen their learning, e.g. through the books that children engage with or through the RE and Geography curriculums, as well as being able to demonstrate their understanding through their interactions with one another and adults in the playground.

In addition to this, children develop their understanding of how to keep themselves and others safe through a range of experiences and visits.

To complement our curriculum, we acknowledge and celebrate Anti-Bullying Week, Children’s Mental Health Week, Online Safety Day and charitable events such as Comic Relief and Children in Need.

Our PSHE curriculum is further enhanced by our educational visits, hooks, and food technology and science learning which give children opportunities to learn and demonstrate skills that can keep them safe in the wider world. Road, rail and water safety, as well as food preparation and cooking, are returned to regularly and children are encouraged to demonstrate their skills with increasing independence and understanding as they progress through the school.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Keeping safe</b>	<p>Talk about ways to stay safe arounds roads, water and railways.</p> <p>Understand the importance of wearing a seatbelt.</p> <p>Begin to identify risk in a new place.</p> <p>Recognise that different places can have different rules.</p>	<p>Suggest ways to stay safe near roads and railways.</p> <p>Suggest ways to stay safe in large crowds and busy places.</p> <p>Know how to use a knife safely.</p>	<p>Name ways to stay safe near roads, railways and water.</p> <p>Name ways to stay safe in large crowds and busy places.</p> <p>Explain the importance of wearing a seatbelt.</p> <p>Demonstrate using a knife safely with</p>	<p>Demonstrate safe behaviours near roads and water.</p> <p>Understand the importance of learning to swim.</p> <p>Independently recognise the need to wear a seatbelt.</p> <p>Demonstrate using a knife safely with</p>	<p>Demonstrate safe behaviours near roads and water.</p> <p>Understand the importance of learning to swim.</p> <p>Understand the importance of using safety equipment appropriate to the activity, e.g. harness, helmet.</p>	<p>Demonstrate safe behaviours near roads, rail and water.</p> <p>Understand the importance of learning to swim.</p> <p>Demonstrate the safe use of safety equipment appropriate to the activity, e.g. harness, helmet.</p>	<p>Demonstrate safe behaviours near roads (including those without pavements).</p> <p>Know some of the risks associated with the sea, e.g. tides, sea creatures.</p> <p>Demonstrate the safe use of safety equipment appropriate to the</p>

			increasing competence.	increasing competence. Know some of the ways to stay safe when using the hob in a kitchen. Know that it is dangerous to look directly at the sun.	Demonstrate using a knife safely with increasing competence. Know some of the ways to stay safe when using the hob in a kitchen. Know some of the precautions that should be taken when using electricity.	Assess risk in a new place with some degree of independence. Make appropriate food choices. Attend to own personal hygiene needs. Recognise others' right to privacy. Demonstrate safe use of the oven. Use batteries and electrical equipment safely.	activity, e.g. harness, helmet. Assess risks in new places, recognising personal abilities and limits. Understand the importance of making appropriate food choices. Attend to own personal hygiene needs. Observe others' right to privacy. Know how to check meat is thoroughly cooked.
<b>Experiences &amp; curriculum areas</b>	Haysden Pizza Express Tyland Barn: coach	Local area visits: post box, litter-picking London Postal Museum: train Food technology: sandwich making	Local area visits: high street survey London: boat, train Drusilla's: coach Food technology: salad preparation	Local area visits: traffic survey, St Stephen's, swimming Sheffield Park: coach, water Knole House: coach Food technology: pasta sauce Science: light	Local area visits: swimming Hindleap Warren: OAA Food technology: soup Science: electricity	Local area visits: swimming Hindleap Warren: OAA residential Food technology: vegetable tarts DT: electrical systems	Local area visits: Tonbridge Castle Devon residential Bantham Beach Canonteign Falls River Dart Country Park OAA Food technology: chicken chilli

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Re Fa</b>	1. That families are important for children growing up safe and happy because they can provide love, security and stability.						

	Understand family as a group to which we belong as well as, e.g. school, friendship groups, clubs.		Families should provide love, care and protection for children.			
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.						
	<p>Name some common features that families share.</p> <p>Name some of the features of family life, including what families do and enjoy together.</p> <p>Talk about ways your family members and other people who are special to us make us feel loved and cared for.</p>		<p>Know that positive family lives usually include shared experiences, e.g. celebrations, special days or holidays.</p>			<p>Know some of the ways couples care for one another.</p>
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.						
Talk about the people that make up your family.	<p>Name the different people in your family and those that love and care for you.</p> <p>Name some of the ways in which families can differ.</p>		<p>Know some of the ways families can differ from one another and that not every family has the same structure, e.g. single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</p> <p>Understand that families should care</p>			

			for one another and suggest some of the ways this can be done.			
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.						
			Explore how families can experience changes (e.g. new sibling, moving house), which may be happy or difficult and how they support one another during these times.			Know that people have different kinds of relationships in their lives, including romantic and intimate relationships.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						
						<p>Know that adults can choose whether or not to be part of a committed relationship, including marriage or civil partnership.</p> <p>Understand that marriage should be wanted equally by both people and that to force someone to marry against their will is a crime.</p> <p>People can be attracted to someone of any gender, ethnicity or faith.</p>
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.						

		Understand the importance of telling someone (e.g. school adult) if something about your family makes you feel unhappy or sad.		Know how to ask for help or advice if family relationships are making you feel unhappy, worried or unsafe.			Name some sources of support, both and outside of school, if a family relationship concerns or worries you.
<b>Caring friendships</b>	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.						
	Understand that we can have fun with our friends and they make us feel happy.	Explore how to make friends and how to overcome some of the difficulties involved in this.	Suggest ways to make friends with others and the positives of making new friends.	Know how friendships support well-being.  Know how to build a good friendship, identifying qualities that contribute to positive friendships.  Recognise how a community helps everyone to feel included and values the different contributions people make.	Know some of the qualities people look for when making friends.		
	2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.						
	Maintain friendships with particular children.  Have strong established friendships.  Know what 'nice' play looks like.	Understand what it means to be an ally and why this is important.		Recognise if others are feeling lonely or excluded.  Know some strategies to help others to feel included.  Understand that people can have multiple friends.	Suggest ways to respond if you witness or experience exclusion, disrespect or discrimination.  Understand that everyone has a right to feel included, respected and not discriminated against.		

3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.						
			Understand that it is important to seek support if you feel lonely or excluded.			
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.						
Understand that it is not okay to say or do things that hurt and upset others.  Recognise examples of kind and unkind behaviours.  Know that friends try to treat each other as they would like to be treated.	Identify what is needed to be able to get along with others.		Know some of the qualities a good friend has.	Name some of the features of a healthy friendship.		
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.						
Recognise that sometimes friends fall out.		Understand that it is okay for friendships to sometimes have difficulties.	Understand that friendships sometimes have difficulties.			
6. How to manage conflict, and that resorting to violence is never right.						
Listen to the ideas of other children and agree on a solution and compromise.	Suggest some ways to positively resolve arguments between friends.	Suggest ways to manage problems or arguments between friends, resolve disputes and reconcile differences.  Suggest some ways to respond to name-	Suggest ways to manage problems or arguments between friends, resolve disputes and reconcile differences.			

		calling, hurtful teasing, bullying and deliberate exclusion in different situations.				
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.						
Recognise when a situation is going wrong and seek adult support to solve it.  Know who you can talk to if you are worried or upset.	Know who you can talk to at school and at home if you are upset.	Recognise some signs that a friendship is making you unhappy, feel uncomfortable or unsafe.	Know how to ask for support with friendships.  Name some sources of support if you are worried or upset.		Suggest ways to respond to a friendship if it makes you feel worried, unsafe or uncomfortable.  Recognise some of the potential barriers to seeking support and look for ways to overcome these.	
1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.						
Consider the needs and feelings of others.  Understand that different people might need or want different things.	Begin to understand what empathy is.					Understand the importance of empathy.  Discuss and debate what influences our decisions, taking into consideration different viewpoints.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.						
		Develop some strategies to resist pressure to do something that makes you feel unsafe or uncomfortable, including keeping secrets.		Name some of the qualities of a healthy relationship, e.g. mutual support/respect, shared interests.		Understand that a healthy relationship is based on mutual respect: it is not controlling or possessive.

Respectful, kind relationships

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.						
	Know that it is 'normal' for people to fall out and make up.				Suggest ways family and friends can communicate with one another.	
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.						
				Be able to voice your own opinion/ideas with friends and listen to theirs.  Understand the importance of compromise.	Understand what is meant by peer pressure and suggest some ways to resist.	
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.						
Celebrate different languages spoken in the class.  Explain some similarities and differences between life in this country and life in other countries, including festivals, celebrations, languages and culture.  Identify similarities and differences between you and your peers.	Know that everyone is equal, regardless of their similarities and differences.  Know that everyone has different strengths.  Find similarities and differences between you and others.  Know that differences between us can be a good thing.	Recognise the difference between respectful and disrespectful behaviours.	Talk about ways to show respect towards people who live differently to you.  Recognise that different groups make up the wider or local community around the school.  Explain what is meant by a diverse community.	Recognise the respectful behaviours we should expect from others.		

6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.						
		Suggest things you can do when you get cross or upset with someone.	Name some of the different groups and communities you belong to, e.g. friendship, faith, club, class, year group.	Suggest ways in which you can be a role model for others.  Recognise positive and negative role models.		
7. The conventions of courtesy and manners.						
	Give some examples of polite and courteous behaviours.			Model being polite and courteous in different situations.		
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.						
Think about what makes you an individual and special.  See yourself as a valuable individual.	Know some of the things that make you special, including personal features and qualities.  Talk about some of the things you like/ dislike and are good at.  Understand why self-worth is important.			Recognise your personal qualities and what makes you an individual.  Identify positive things about yourself and your achievements to develop self-worth.  Recognise that our personal attributes, strengths, skills and interests contribute to our self-esteem.  Understand how to set goals for yourself.  Value and appreciate own abilities and those of others.	Name some of the factors that contribute to a person's identity, e.g. ethnicity, family, faith, culture, gender, hobbies, likes & dislikes.  Know that what makes us individuals and our personal qualities contributes to our identity, including gender identity and that, for some people, this does not correspond to their biological sex.	Understand the difference between a fixed mindset and a growth mindset.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.						
	Explore what is bullying and what is not. Explore the impact of name-calling.	Explain why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.  Know how to report bullying or other hurtful behaviour, including online, to a trusted adult and why it is so important to do so.	Know some different types of bullying, including the role of a bystander.  Explain some of the consequences of hurtful and/or bullying behaviour on all those involved.		Explore banter and how this can become unkind.  Recognise examples of racism and why it is important to stand up to it.	Identify safe and positive ways to challenge bullying behaviour and discrimination.  Know what direct and indirect bullying are, as well as cyberbullying.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.						
				Understand the difference between prejudice and discrimination.  Know that stereotypes can lead to prejudice and discrimination.  Understand what a hate crime is.	Know what a stereotype is, that they are not always accurate and can negatively influence a person's attitudes and behaviours.  Know how to challenge a stereotype or assumption made about others.	
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.						
				Suggest ways to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and		

<b>Online safety &amp; awareness</b>					<p>how to report concerns.</p> <p>Recognise some of the potential barriers to seeking support and look for ways to overcome these.</p>			
	<p>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p>							
			<p>Know that online relationships should follow the same rules as in-person relationships.</p>	<p>Know how to respond to pressure to do something that makes you feel unsafe or uncomfortable, including online.</p> <p>Understand what consent means.</p>	<p>Name some ways in which a person's online actions can impact other people.</p>	<p>Identify some of the differences between online relationships and those with people we meet face-to-face.</p>		
	<p>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p>							
			<p>Know that people online can pretend to be someone they are not.</p>			<p>Identify some of the potential risks associated with online relationships and keeping safe.</p>	<p>Evaluate the reliability of different types of online content and media, e.g. videos, blogs, news, reviews, adverts.</p>	
<p>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p>								
		<p>Understand that there is some content online that they should not be accessing.</p>				<p>Understand the purpose of age restrictions.</p>		

<b>Being</b>	4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.						
					Suggest some ways to keep safe online, including managing requests for personal information and recognising what is appropriate to share and what is not.	Understand the importance of seeking and giving consent before personal information or images are shared with friends.	Recognise unsafe or suspicious content online and know what to do about it.
	5. Online risks, including that any material online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.						
							Understand that not everything should be shared online or social media: there are rules about this, including the distribution of images.
	6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.						
	Know to talk to a trusted adult if you are worried for yourself or others about content or contact on the internet or other online technologies.		Know who you would tell if you are worried for yourself or anyone else or if you come across something that scares or concerns you.	Identify a range of ways to report concerns about online content and contact, e.g. tell a trusted adult, use report or block features, or seek help from child safety helplines.	Know how to report your concerns, including those about inappropriate online content and contact.  e.g. tell a trusted adult, use report or block features, or seek help from child safety helplines.	Know how to report concerns about online content and contact, e.g. tell a trusted adult, use report or block features, or seek help from child safety helplines.	Know how to respond to and, if necessary, report online information which is upsetting, frightening or untrue.
	1. What sort of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc.						

				<p>Use words to ask for what you want or need when playing and learning.</p>			<p>Know what a 'red flag' might be in a relationship and what you might do about it.</p> <p>Know that you and your peers can influence one another's behaviour through a desire for approval and suggest ways to manage this.</p>	
<p>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p>								
		<p>Recognise the sorts of information that should and should not be shared with others.</p>		<p>Understand that there are 'safe' and 'unsafe' secrets.</p>	<p>Recognise and keep 'good' secrets and confidences, e.g. a surprise birthday party.</p> <p>Recognise secrets and confidences that they should not agree to keep, e.g. if someone is being hurt or upset.</p> <p>Show an understanding that we have a right to privacy.</p>			
<p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p>								
	Talk PANTS		<p>Know how to ask for and give/refuse permission for physical contact.</p> <p>Know how to respond if physical contact makes you feel</p>	<p>Know that your body belongs to you and should not be hurt or touched without your permission.</p>				<p>Understand that you have the right to refuse permission for physical contact and that this consent can be revoked at any time.</p>

		uncomfortable or unsafe.				
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.						
Confidently communicate with a range of adults around school.	Know how to respond safely to an adult you don't know.			Know how to respond safely to unfamiliar adults in different situations.		
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.						
	Know who your trusted adults are and who you should be more cautious of.					Name some ways of identifying trusted adults in different contexts.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence to do so.						
			Know what to do and who to tell if physical contact makes you feel uncomfortable.			
7. How to ask for advice or help for themselves or others, and to keep trying until they get heard. Where to get advice e.g. family, school and/or other sources.						
Know who you can talk to if you are worried or upset.	Know what you can do if you are worried for yourself or anyone else or if you come across something that scares or concerns you.  Know that you should keep asking for help until you feel heard.		Name some people you can share worries or concerns with and why it is important to do so.		Know how to ask for help or advice if you have worries or concerns.	

Health & Wellbeing (Health & Wellbeing)	General wellbeing	1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.						
				Know some of the things that help improve your emotional well-being.				<p>Explain how positive friendships and involvement in community groups and clubs can support your well-being.</p> <p>Recognise the link between mental and physical health.</p> <p>Make connections between the choices we make and their impact on our health.</p>
		2. The importance of promoting general wellbeing and physical health.						
			Name some people who can help us stay healthy, e.g. parent, doctor, dentist.			Understand that it is as important to look after mental health as physical health.		Know some strategies that can be used to break an unhealthy habit or form a healthy one.
		3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.						
		Recognise that different emotions exist: emotions are normal and everybody feels them.		Suggest how people may feel, according to their body language.	Understand what is meant by mental health.	Understand that everyday things can affect our feelings.		
		Understand how people show emotions.		Know how words and actions can affect how people feel.		Know some ways to manage setbacks, learn from mistakes and reframe unhelpful thinking.		
		Name some of the different ways people						

	<p>Talk about how you are feeling, using Zones of Regulation.</p> <p>Not all feelings feel nice.</p> <p>Name some situations at school that can make you feel different emotions.</p>		<p>can show their feelings.</p> <p>Understand that people can react differently to situations and begin to think about why.</p>				
<p>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p>							
	<p>Express your feelings and show consideration of those of others.</p>		<p>Recognise that feelings can vary in strength.</p> <p>Understand why it is important to talk about feelings.</p>	<p>Develop a broad vocabulary to talk about feelings.</p>	<p>Recognise that feelings change over time and can be experienced at different levels of intensity.</p> <p>Understand the importance of expressing our feelings and how this can be done in different ways.</p>		
<p>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>							
	<p>Identify and moderate your own feelings socially and emotionally; control emotions using a range of techniques.</p> <p>Suggest some ways to calm/regulate 'big' feelings.</p>		<p>Know some ways of managing 'big' feelings.</p>	<p>Begin to judge when feelings or behaviour might not be proportionate.</p> <p>Understand that our feelings can affect our behaviour.</p>	<p>Understand what it means to respond proportionately to and manage feelings in different circumstances.</p>		
<p>6. That isolation and loneliness can affect children, and the benefits of seeking support.</p>							

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.						
	Explore the impact of name-calling.			Know how our behaviour affects us and others, both in real life and online.		
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.						
		Recognise different kinds of change and how it can affect people.  Know some of the things that can lead to a change in a feelings and emotions, both positively and negatively.		Know some ways of managing feelings at time of loss, grief and change.  Identify ways in which your body can physically react to unhappy or uncomfortable events.		Know some of the situations that can lead to feelings of grief.  Recognise some of the ways people can manage and express their grief.  Suggest ways to manage change, including moving to secondary school.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).						
			Know who you can talk to about mental health.	Know how to access advice and support to help you manage your own and others' feelings.		Know some of the early signs of mental ill-health and what can be done about this, including who to speak to inside and outside of school.
10. That it is common to experience mental health problems, and early support can help.						

<b>Wellbeing online</b>				Know why it is important to ask for help.			<p>Recognise that mental health problems can build up if they are not recognised and managed or if help is not sought early on.</p> <p>Recognise that mental health difficulties can usually be resolved or managed with the right strategies and support.</p> <p>Understand that anyone can experience mental ill-health and know to discuss concerns with a trusted adult.</p>	
	1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.							
			Recognise some of the positives of the internet.				Suggest ways social media and the internet can be used positively.	Identify ways in which the media can positively and negatively influence us.
	2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.							
		Know that we can communicate with others online as well as in-person.						Recognise some of the benefits and drawbacks of online connections over those in-person relationships.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.								

	Know and talk about some of the different factors that support our health and well-being, e.g. sensible amounts of 'screen time.'		Suggest some different ways to learn and play, knowing when to take a break from screen time.	Suggest ways to balance time online with other activities.			Make choices to support a healthy, balanced lifestyle, including balancing time online with other activities.  Talk about how the media, including online experiences, can affect our well-being, thoughts, feelings and actions.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.							
				Know some of your rights and responsibilities when online.			
5. Why social media, some apps, computer games and online gaming, including gambling sites are age restricted.							
	Know why rules are important.			Know why there are restrictions on social media			Associate restrictions with keeping safe.
6. The risks related to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.							
		Know what online gaming is and some of the associated risks.		Identify some of the monetary risks associated with online gaming.			Identify some of the health and wellbeing risks of online gaming.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.							
		Know that not everything we see online may be true or trustworthy.					Make decisions about the content you view online or in the media, recognising whether it is

		<p>Understand the difference between fact and fiction.</p> <p>Learn how to make good viewing choices.</p>				<p>appropriate for your age range or not.</p> <p>Recognise that mixed messages exist in the media – about health, news, different groups of people – and that these can influence our opinions and decisions.</p> <p>Suggest ways of identifying deep fakes.</p> <p>Name some ways of finding trustworthy information online.</p> <p>Recognise that images can be manipulated, or invented and develop strategies to try to recognise this.</p>
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.						
	<p>Know that it is important to be kind online.</p>	<p>Know that people's feelings can be hurt online.</p> <p>Know how to tell a trusted adult, if they have worries about how someone is treating them online.</p>		<p>Know where and how to get help if they feel worried, concerned, upset, embarrassed or frightened by how someone has treated them online.</p>		<p>Know strategies for managing peer influence on their online behaviour, not pressurising others and resisting pressure from others that can impact their well-being.</p>
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.						
						<p>Understand that information is ranked,</p>

						selected and targeted to meet the interest of individuals and groups and can be used to influence them.
10. That they have rights in relation to sharing personal data, privacy and consent.						
		Suggest ways to stay safe online, e.g. keeping personal details private.				
11. Where and how to report concerns and get support with issues online.						
	Know who to talk to if you are worried or concerned by what you see online.			Know some of the ways concerns can be reported online.		
<b>Physical health and fitness</b>	1. The characteristics and mental and physical benefits of an active lifestyle.					
	Know and talk about some of the different factors that support our health and well-being, e.g. regular physical activity.		Name some of the different things that help our bodies to be healthy, e.g. physical activity.	Name some ways that regular physical activity benefits our bodies and feelings.		Make choices to support a healthy, balanced lifestyle, e.g. staying physically active.
	2. The importance of building regular physical activity into daily and weekly routines and how to achieve this, for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.					
	Name some ways of exercising.		Suggest ways to be physically active.	Name some ways to be active on a daily and weekly basis.		Explain why it is important to be physically active.
	3. The risks associated with an inactive lifestyle, including obesity.					

Healthy eating				Name some of the ways a lack of physical activity can influence your health.			Know how inactivity can impact your health.	
	4. How and when to seek support including which adults to speak to in school if they are worried about their health.							
			Know who to talk to if you are worried about your health.					Know some of the early signs of physical ill-health and what can be done about this, including who to speak to inside and outside of school.
	1. What constitutes a healthy diet (including understanding calories and other nutritional content).							
	Know and talk about some of the different factors that support our health and well-being, e.g. healthy eating.	Name some of the food and drink choices people can make to keep healthy.		Suggest ways to maintain a healthy diet and understand the benefits of eating a range of nutrients.		Make healthy food choices, showing an awareness of balancing nutrients within our diets.		Make choices to support a healthy, balanced diet, showing an awareness of calories.
	2. Understanding the importance of a healthy relationship with food.							
	Know that food can be used as part of a celebration.			Name some of the factors that can influence our choices about what we eat.				Develop strategies to manage the influence of friends and family on food choices.
	3. The principles of planning and preparing a range of healthy meals.							
			Begin to recognise that different types of foods play different roles in our diets, e.g. protein, fats, vegetables.	Recognise the importance of eating all the elements of the Eatwell plate.	Understand the importance of food and drink for energy.			Recognise the importance of maintaining a nutritional balance when substituting foods.

	4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).					
	Name some of the consequences of a poor diet.			Name some of the ways your health can be affected when you don't eat a balanced diet, including the impact of too much sugar or acidic drinks on dental health.		
<b>Drugs, alcohol, tobacco &amp; vaping</b>	1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.					
		<p>Know that some people need to take medicines every day to stay healthy.</p> <p>Understand that things that go into the body or onto the skin can change how people feel.</p>		Understand the importance of having rules and routines around the use of medicines.		<p>Name some drugs common to everyday life, e.g. nicotine (smoking &amp; vaping), caffeine, alcohol, prescribed medicines.</p> <p>Know some of the effects common drugs can have on the body.</p> <p>Understand that some drugs are legal (although may have laws or restrictions) and others are illegal.</p> <p>Understand that the laws surrounding the use of drugs are there to protect us.</p> <p>Give reasons why people may choose to use or not use different drugs.</p> <p>Name some ways in which people can</p>

<b>Health protection &amp; prevention</b>						<p>prevent or reduce the risks associated with drugs.</p> <p>Understand that for some people drug use is a habit that is difficult to break.</p> <p>Name some sources of support that people can use for help to stop smoking.</p> <p>Name some sources of support people can turn to if they have concerns about drug use.</p>		
	1. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.							
	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.							
			<p>Know the importance of sunshine in helping your body to grow.</p> <p>Suggest ways to stay safe and well in the sun.</p>				<p>Suggest ways to balance benefitting from the sun whilst staying safe.</p>	
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.								
<p>Know that sleep is important and how much you should be getting.</p>	<p>Develop a good night time routine.</p>	<p>Know how much sleep and rest you should be getting.</p>	<p>Know how a lack of sleep can affect your body.</p> <p>Describe some routines that support good quality sleep.</p>			<p>Describe night time routines that will promote good sleep quality.</p>		

4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.						
Know that it is important to brush your teeth.	Know why it is important to brush your teeth.	Know that eating and drinking too much sugar can affect your health, including dental health.	Suggest ways to maintain good oral hygiene, e.g. regular brushing and flossing, and the importance of regular visits to the dentist.  Understand the possible consequences of unhealthy dental habits.			
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.						
Manage your own personal hygiene needs, e.g. dressing appropriately, toileting independently.  Name some ways to prevent the spread of germs.	Know the importance of having a hygiene routine can stop germs from being passed on.					
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.						
	Know that medicines (including vaccinations and immunisations) can help us to stay healthy.					
Pe	1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.					

			<p>Develop some strategies to avoid or remove yourself from situations that are risky or potentially unsafe.</p> <p>Ask appropriate questions to manage risk.</p> <p>Suggest ways to identify risky and potentially unsafe situations – in both familiar and unfamiliar environments and online.</p>	<p>Recognise some hazards that may cause harm or injury and suggest ways to reduce the risks to you and others.</p> <p>Name some forms of body protection and when to use them, e.g. seatbelt, cycling helmet.</p>			<p>Understand what is considered a weapon and the laws around carrying/owning one.</p>
	2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.						
	<p>Know how to stay safe as a pedestrian.</p> <p>Understand the need for rules.</p> <p>The importance of listening to instructions to keep safe.</p> <p>Understand the class rules and expectations.</p> <p>Establish safe routines around school.</p>		<p>Name some rules and restrictions that keep you safe, e.g. road, fire, cycle, water, medicines, household products, online.</p>		<p>Explain how you can keep yourself safe in our local environment and less familiar locations, rail, water, road, fire, fireworks, sun, use of digital devices.</p> <p>Recognise, predict, assess and manage risk in different situations, including the home.</p>		<p>Suggest ways to manage risks in particular situations.</p>
B3	1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.						

<b>Developing bodies</b>	<p>Know how to call for help if needed.</p>	<p>Suggest ways to get help if there is an accident and someone is hurt.</p> <p>Know how to attract someone's attention and ask for help, including what to say.</p> <p>Know how to dial 999 in an emergency and what you need to say.</p>	<p>Know what to do in an emergency, including calling for help and speaking to the emergency services.</p>		<p>Understand why it is important to stay calm in an emergency and provide clear information to an adult or emergency services.</p> <p>Make decisions about when you can apply first aid and when to seek adult help.</p>			
	<p>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>							
	<p>Know what you would do in the event of accident or illness.</p>		<p>Know how to react and respond if there is an accident.</p>		<p>Know what to do in situations that require basic first aid, e.g. scratches, grazes, burns, scalds, cuts, bleeds, choking, asthma attacks, allergic reactions.</p> <p>Understand why someone should not be moved if they have a suspected head injury.</p>			
<p>1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</p>								
		<p>Talk about some of the ways people grow and change.</p>			<p>Know what puberty is and how bodies change during this time.</p> <p>Know what erections and wet dreams are.</p>	<p>Know how puberty relates to growing from childhood to adulthood.</p> <p>Know how to ask for support and where to go to seek further information about</p>		

						<p>Know some of the ways puberty can affect your emotions and feelings.</p> <p>Name some of the changes to personal hygiene routines that happen during puberty.</p> <p>Know who to ask for support and advice during puberty and how to do so.</p> <p>Recognise how moods and emotions can change during puberty.</p>	growing up and changing.
<p>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p>							
Talk PANTS	<p>Use the correct names for the main parts of the body, including external genitalia.</p> <p>Know that the parts of the body covered by underwear are private (Talk PANTS).</p>						
<p>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>							
						<p>Understand what menstruation is and how to manage menstrual well-being.</p>	
Sex	<p>1. About the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p>						

								<p>Name the reproductive organs and the process of reproduction: how babies are conceived and born.</p> <p>Know what a baby needs to be cared for.</p> <p>Name some ways to prevent a baby being made.</p>
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<b>Economic Wellbeing &amp; Careers Education</b>	<b>Economic wellbeing</b>		<p>Know what money is and that it comes in different forms.</p> <p>Begin to understand how people make choices about what to do with their money: spend or save.</p> <p>Know there is a difference between wanting something and needing something; begin to understand you cannot always have the things you want.</p> <p>Know that it is important to keep money safe and suggest ways to do this.</p>	<p>Know some of the ways we can get money, e.g. earn, win, borrow, gift.</p>			<p>Suggest ways to look after your money.</p> <p>Show an understanding of how people make decisions about spending and saving money and what influences them.</p> <p>Know some ways people can keep track of their money so they know how much to spend or save.</p> <p>Show an understanding of some of the choices people have about the ways to pay for things they want and need, e.g. from a current account, store cards, credit cards, loans.</p> <p>Explore what makes something 'value for money' and what this means for you.</p>	<p>Talk about what might influence somebody to gamble and the impact it might have.</p> <p>Recognise some of the risks involved in gambling-related activities.</p> <p>Know some of the ways people keep track of their money so they know how much they have to spend and save.</p> <p>Understand that money is paid to the government every month through income tax and national insurance.</p> <p>Know what council tax and income tax are.</p>

							<p>Know some of the risks associated with money, e.g. it can be won, stolen, lost.</p> <p>Know what gambling is and what some of the risks might be.</p>	<p>Recognise that public services have to be budgeted for.</p> <p>Recognise that we can all help our community through paying taxes.</p>
	<b>Careers educate</b>			<p>Know that jobs help people earn money to pay for things they need and want.</p> <p>Name some different jobs, including those done by people they know or those who work in the community.</p> <p>Know that different people's strengths and interests enable them to do different jobs.</p> <p>Name some ways in which people use the internet and digital devices in their jobs and everyday lives.</p>			<p>Know that there are a broad range of jobs and that people often have more than one during their careers and over their lifetime.</p> <p>Understand that some jobs pay more than others and some may be voluntary (unpaid).</p> <p>Know some of the skills, attributes and qualifications needed for different jobs.</p> <p>Know some of the different ways into jobs and careers: college, apprenticeships, university.</p> <p>Understand some of the factors that influence someone's decision about choosing a career: skills, interests, pay.</p> <p>Question and challenge stereotypes about the types of jobs people can do.</p> <p>Begin to think about how you might choose</p>	

							your future career/job, why you might choose it and what might influence your decision.	
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