

This document outlines the main learning across the year groups. This shows the build on knowledge and how they link to each other. This document allows the teachers to see where their year group / the term fits in the grand scale knowledge & learn.

The following early years goals are prerequisite skills for PSHE in KS1.

Level Expected at the End of EYFS	
<p>Reception – Communication and Language</p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. <p>Reception – PSED</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <ul style="list-style-type: none"> - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian <p>Reception – Physical Development</p> <ul style="list-style-type: none"> Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes <p>Reception – Understanding the World</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. 	<p>ELG: Communication and Language – Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>ELG: PSED – Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: PSED – Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>ELG: PSED – Building Relationships</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet <p>ELG: Physical Development - Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. <p>ELG: Understanding the World - Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society.

Government Guidance

<p>SMSC, Personal Development and Behaviour and Attitude</p> <p>(SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the ‘personal development’ judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the ‘behaviour and attitudes’ judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.</p>	<p>The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –</p> <ul style="list-style-type: none"> (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life. <p style="text-align: right;">Taken from: <u>Section 78 (1) Education Act 2002</u></p>
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Safeguarding

The [statutory guidance on safeguarding for children in schools and colleges](#) requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance [Inspecting Safeguarding in Early Years, Education and Skills Settings](#), including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the [National Curriculum Framework](#) states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory [Programme of Study for Citizenship at KS1 and KS2](#).

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Taken from: [Guidance for Personal, Social, Health and Economic \(PSHE\) Education 2019](#)

Two key aspects of PSHE education, Relationships Education and Health Education, has been compulsory in all primary schools since 2020. PSHE education is compulsory in independent schools.

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Learning Outcomes and Core Themes

Our resources for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#) which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

- Heath and Well-Being
- Relationships
- Living in the Wider World

2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	KS1 TEAM (Relationships)	KS1 Diverse Britain (Living in the Wider World)	KS1 Be Yourself (Relationships)	KS1 Money Matters (Living in the Wider World)	KS1 Aiming High (Living in the Wider World)	KS1 It's My Body (Health and Wellbeing)
Year 2	KS1 Think Positive (Health and Wellbeing)	Respecting Rights	KS1 VIPs (Relationships)	KS1 Digital Wellbeing (Relationships)	KS1 Safety First (Health and Wellbeing)	KS1 Growing Up (Health and Wellbeing)
Year 3	LKS2 TEAM (Relationships)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 Be Yourself (Relationships)	LKS2 Money Matters (Living in the Wider World)	LKS2 Aiming High (Living in the Wider World)	LKS2 It's My Body (Health and Wellbeing)
Year 4	LKS2 Think Positive (Health and Wellbeing)	Respecting Rights	LKS2 VIPs (Relationships)	LKS2 Digital Well-Being (Relationships)	LKS2 Safety First (Health and Wellbeing)	UKS2 It's My Body Y5 (Health and Wellbeing)
Year 5	UKS2 TEAM (Relationships)	UKS2 One World (Living in the Wider World)	UKS2 Be Yourself (Relationships)	UKS2 Money Matters (Living in the Wider World)	UKS2 Aiming High (Living in the Wider World)	LKS2 Growing Up Y4 (Health and Wellbeing)
Year 6	UKS2 Think Positive (Health and Wellbeing)	Respecting Rights	UKS2 VIPs (Relationships)	UKS2 Digital Wellbeing (Relationships)	UKS2 Safety First (Health and Wellbeing)	UKS2 Growing Up (Health and Wellbeing)

Digital Well-Being Units new units so replacing KS1 One World this year with Digital Well-Being and then returning to proper sequence following year.

2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	KS1 TEAM (Relationships)	KS1 It's My Body (Health and Wellbeing)	KS1 Diverse Britain (Living in the Wider World)	KS1 Money Matters (Living in the Wider World)	KS1 Aiming High (Living in the Wider World)	KS1 Be Yourself (Relationships)
Year 2	KS1 Think Positive (Health and Wellbeing)	KS1 Growing Up (Health and Wellbeing)	KS1 One World (Living in the Wider World)	KS1 Digital Wellbeing (Relationships)	KS1 Safety First (Health and Wellbeing)	KS1 VIPs (Relationships)
Year 3	LKS2 TEAM (Relationships)	LKS2 It's My Body (Health and Wellbeing)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 Money Matters (Living in the Wider World)	LKS2 Aiming High (Living in the Wider World)	LKS2 Be Yourself (Relationships)
Year 4	LKS2 Think Positive (Health and Wellbeing)	UKS2 It's My Body (Health and Wellbeing)	LKS2 One World (Living in the Wider World)	LKS2 Digital Wellbeing (Relationships)	LKS2 Safety First (Health and Wellbeing)	LKS2 VIPs (Relationships)
Year 5	UKS2 TEAM (Relationships)	LKS2 Growing Up (Health and Wellbeing)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 Money Matters (Living in the Wider World)	UKS2 Aiming High (Living in the Wider World)	UKS2 Be Yourself (Relationships)
Year 6	UKS2 Think Positive (Health and Wellbeing)	UKS2 Growing Up (Health and Wellbeing)	UKS2 One World (Living in the Wider World)	UKS2 Digital Wellbeing (Relationships)	UKS2 Safety First (Health and Wellbeing)	KS2 VIPs (Relationships)

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Health and Well-Being							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Lifestyles	<ul style="list-style-type: none"> • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> <p>Its My Body</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>Think Positive</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>Safety First</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Its My Body</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Think Positive</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyles</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>It's My Body (Y5)</p>		<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyles</p> <p>Think Positive</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>Growing Up</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Safety First</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Ourselves, growing and changing	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine 		<p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>Think Positive</p> <p>Growing Up</p>			<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>Safety First</p> <p>Think Positive</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>It's My Body (Y5)</p>	<p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Growing Up (Y4)</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>Growing Up</p> <p>Safety First</p> <p>Think Positive</p>

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Keeping Safe	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. 	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>It's My Body</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>Safety First</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>Its My Body</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>Safety First</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> <p>Its My Body Y5</p>			<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>Safety First</p>
Drugs, alcohol and tobacco		<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>Safety First</p>		<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>Its My Body Y3</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Safety First</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>			

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					H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns It's My Body Y5		
Families & close positive relationships	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>		R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried Growing Up		R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Safety First	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty Growing Up Y4	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart Growing Up
Friendships	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>		R7. about how to recognise when they or someone else feels lonely and what to do Think Positive	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary It's My Body Y3	R13. the importance of seeking support if feeling lonely or excluded Think Positive R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Its My Body Y5		R13. the importance of seeking support if feeling lonely or excluded Think Positive
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Managing hurtful behaviour & bullying	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Think about the perspectives of others <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>						
Safe relationships	<p>ELG: Form positive attachments to adults and friendships with peers.</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard Its My Body</p>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard Growing Up Safety First</p>	<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret It's My Body Y3</p>	<p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Safety First R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this It's My Body Y5</p>		<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact Growing Up R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Safety First</p>
Respecting self and others	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Identify and moderate their own feelings socially and emotionally. <p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>		<p>R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them Growing Up Think Positive</p>				<p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online Think Positive</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shared Responsibilities							

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Communities	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways <p>ELG: Talk about the lives of people around them and their roles in society.</p>				L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes It's My Body Y5		L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes Growing Up
Media literacy and digital resilience	<ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' 				L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation It's My Body Y5	L11. recognise ways in which the internet and social media can be used both positively and negatively Growing Up Y4	L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Growing Up
Economic Well-Being: Money							
Economic Well-Being: Aspirations, work & career							

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Relationships							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Lifestyles. (Physical Wellbeing)	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>				H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online Digital Well-Being	H3. about choices that support a healthy lifestyle, and recognise what might influence these Be Yourself	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online Digital Well-Being
Mental Health	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better Be Yourself	H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings VIPs	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Be Yourself TEAM		H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement Be Yourself TEAM	
Ourselves, growing and changing	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine 	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike Be Yourself TEAM	H23. to identify what they are good at, what they like and dislike VIPs	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H36. strategies to manage transitions between classes and key stages Be Yourself TEAM		H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking Be Yourself	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping Safe	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. 		H28. about rules and age restrictions that keep us safe H33. about the people whose job it is to help keep us safe		H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social		H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social

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			H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something Digital Well-Being VIPs		media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact Digital Well-Being		media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact Digital Well-Being
Drugs, alcohol and tobacco							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and close positive relationships	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others’ needs.</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for TEAM</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried VIPs</p>		<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) for themselves or others R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice VIPs</p>	<p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another Be Yourself</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step- parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice VIPs</p>
Friendships	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others’ needs.</p>	<p>R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy VIPs</p>	<p>R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy VIPs</p>	<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely Be Yourself TEAM</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely Be Yourself</p>	<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary VIPs</p>

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					benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Digital Well-Being VIPs	TEAM	
Managing hurtful behaviour and bullying	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Think about the perspectives of others <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult TEAM	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Digital Well-Being VIPs		R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it Digital Well-Being VIPs	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it TEAM	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it Digital Well-Being
Safe relationships	<p>ELG: Form positive attachments to adults and friendships with peers.</p>		R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe Digital Well-Being VIPs	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Be Yourself	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Digital Well-Being VIPs	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Be Yourself TEAM	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online). Digital Well-Being VIPs
Respecting self and others	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing 	R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively	R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own VIPs

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	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>	R25. how to talk about and share their opinions on things that matter to them Be Yourself TEAM	R25. how to talk about and share their opinions on things that matter to them VIPs	anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships Be Yourself TEAM		anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with Be Yourself TEAM	
Shared Responsibilities	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 			L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others TEAM		L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (reducing, reusing, recycling; food choices) TEAM	
Communities	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine 	L4. about the different groups they belong to TEAM		L6. about the different groups that make up their community; what living in a community means			
Media literacy and digital resilience	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. 		L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true Digital Well-Being	L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation Be Yourself	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to		L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to

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					evaluate the reliability of sources and identify misinformation Digital Well-Being		evaluate the reliability of sources and identify misinformation Digital Well-Being
Economic Well-Being: Money							
Economic Well-Being: Aspirations, work & career	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>	L14. that everyone has different strengths TEAM		L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation TEAM		L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation TEAM	
	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>						
	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Think about the perspectives of others <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>						
	<p>ELG: Form positive attachments to adults and friendships with peers.</p>						

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Living in the Wider World							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Lifestyles	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>						
Mental Health	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	L20 about change and loss (including death; to identify feelings associated with this; to recognise what helps people to feel better Aiming High					
Ourselves, growing and changing	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine 	H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult Aiming High		H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking Aiming High Diverse Britain		H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Aiming High	
Keeping Safe	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. 						
Drugs, alcohol and tobacco							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and close positive relationships	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others.</p>		R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life One World				

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	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.						
Friendships	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>						
Managing hurtful behaviour and bullying	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Think about the perspectives of others <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>			R21. about discrimination: what it means and how to challenge it Diverse Britain		R21. about discrimination: what it means and how to challenge it Diverse Britain	
Safe relationships	<p>ELG: Form positive attachments to adults and friendships with peers.</p>						
Respecting self and others	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet</p>	R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them Aiming High Diverse Britain		R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with Diverse Britain	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with One World	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Diverse Britain	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Shared Responsibilities	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>Diverse Britain</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>One World</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Diverse Britain</p>	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>One World</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>Diverse Britain</p>	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>One World</p>
Communities	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine 	<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>Diverse Britain</p>	<p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>One World</p>	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Aiming High</p> <p>Diverse Britain</p>	<p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>One World</p>	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Diverse Britain</p>	
Media literacy and digital resilience	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. 						
Economic Well-Being: Money		<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>Money Matters</p>		<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. Different ways to keep track of money</p> <p>L22. about the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to recognise the ways that money can impact on people's feelings and emotions</p> <p>Money Matters</p>	<p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>One World</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>Money Matters</p>	<p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>One World</p>

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<p>Economic Well-Being: Aspirations, work & career</p>	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>	<p>L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs Aiming High Money Matters</p>		<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) Aiming High Money Matters</p>		<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) Aiming High Cg. What democracy is, and about the basic institutions that support it locally and nationally Diverse Britain</p>	
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