

**PERSONAL, SOCIAL, HEALTH, EMOTIONAL & ECONOMIC EDUCATION including RELATIONSHIP EDUCATION, SEX AND RELATIONSHIP EDUCATION & HEALTH EDUCATION**

A high-quality Relationship Education, Sex and Relationship Education and Health Education curriculum will help pupils gain a coherent knowledge and understanding of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

*In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.*

Ongoing						
Understand gradually how others might be feeling (PSED) Begin to make sense of their own life-story and family's history (UotW) Continue to develop positive attitudes about the differences between people (UotW) Pay attention to more than one thing at a time, which can be difficult (C&L) Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions (C&L) Start a conversation with an adult or friend and continue it for many turns (C&L)						
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
THIS IS ME! Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSED) Show more confidence in a new social situation (PSED) I will be looking at who I am (PSED) Talk with others to solve conflicts (PSED) Play with one or more other children, extending and elaborating play ideas (PSED) I will be developing friendships (PSED) Remember rules without needing an adult to remind them (PSED) Increasingly follow rules understanding why they are important (PSED) I will be learning the rules and expectations for Nursery (PSED) Be increasingly independent in meeting their own care needs, e.g., brushing their teeth, using the toilet, washing and drying their hands thoroughly (PSED) I will be able to know when I need the toilet (PD) I will be learning to put my coat on by myself (PD) Develop their sense of responsibility and membership of a community (PSED) Become more outgoing with unfamiliar people, in the safe context of their setting (PSED) Show an interest in different occupations (Utw) I will begin to know some of the people that help us (UTW) I will be learning the names of some occupations (UTW) Develop their sense of responsibility and membership of a community (PSED) Begin to understand the need to respect and care for the natural environment and all living things (Utw) Will begin to learn how we look after our environment (UTW)	SPECIAL TIMES Understand 'Why' questions, like, 'Why do you think the caterpillar got so fat?' (C&L) I will be learning to understand 'Why' questions (C&L) Increasingly follow rules understanding why they are important (PSED) Remember rules without needing an adult to remind them (PSED) I will know the rules and routines of Nursery and begin to understand why we have them (PSED) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSED) I will begin to understand how I may be feeling (happy or sad) (PSED) Play with one or more other children, extending and elaborating play ideas (PSED) Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, suggesting other ideas (PSED) I will be learning to share and take turns (PSED)	ONCE UPON A TIME Understand 'Why' questions, like, 'Why do you think the caterpillar got so fat?' (C&L) I will be learning to understand why and how questions (C&L) Be increasingly independent in meeting their own care needs, e.g., brushing their teeth, using the toilet, washing and drying their hands thoroughly (PSED) I will be learning to put my coat on by myself (PD) Talk with others to solve conflicts (PSED) I will be learning to respect others (PSED) Increasingly follow rules understanding why they are important (PSED) Develop appropriate ways of being assertive (PSED) I will be learning about stranger danger (PSED)	OUT OF THIS WORLD Understand 'Why' questions, like, 'Why do you think the caterpillar got so fat?' (C&L) I will be learning to understand why and how questions (C&L) Be increasingly independent in meeting their own care needs, e.g., brushing their teeth, using the toilet, washing and drying their hands thoroughly (PSED) I will be learning to put my coat on by myself (PD) Select and use activities and resources, with help, when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED) Develop their sense of responsibility and membership of a community (PSED) I will be exploring my skills and talents and be able to say what I can do well (PSED) Show an interest in different occupations (Utw) I will be able to say what a want to be when I grow up (PSED)	NATURE DETECTIVES/MUDDY FACES, AMAZING PLACES Understand 'Why' questions, like, 'Why do you think the caterpillar got so fat?' (C&L) I will be able to use and understand why and how questions (C&L) Be increasingly independent in meeting their own care needs, e.g., brushing their teeth, using the toilet, washing and drying their hands thoroughly (PSED) I will be practising to get dressed independently for PE (PD) I will be playing a range of games and be a good team member (PD) Make healthy choices about food, drink, activity and tooth brushing (PSED) I will be learning about ways I can look after myself (PSED) Develop their sense of responsibility and membership of a community (PSED) Begin to understand the need to respect and care for the natural environment and all living things (Utw) I will be learning about caring for growing plants (UTW)	PIRATES / A LIFE ON THE OCEAN WAVE Understand 'Why' questions, like, 'Why do you think the caterpillar got so fat?' (C&L) I will be able to use and understand why and how questions (C&L) Be increasingly independent in meeting their own care needs, e.g., brushing their teeth, using the toilet, washing and drying their hands thoroughly (PSED) I will be able to get dressed independently for PE (PD) Select and use activities and resources, with help, when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED) I will be talking about my strengths and things I have achieved (PSED) Show more confidence in a new social situation (PSED) Develop their sense of responsibility and membership of a community (PSED) Become more outgoing with unfamiliar people, in the safe context of their setting (PSED) I will be talking about my next steps and moving onto reception (PSED)	

NURSERY

				ONGOING		
RECEPTION	<p>See themselves as valuable individuals (PSED)            Build constructive and respectful relationships (PSED)            Express their feelings and consider the feelings of others (PSED)            Show resilience and perseverance in the face of challenge (PSED)            Identify and moderate their own feelings socially and emotionally (PSED)            Think about the perspectives of others (PSED)            Manage their own needs – personal hygiene (PSED)            Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian (PSED)</p> <p><b>Self-regulation ELG</b>            Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (PSED ELG)            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (PSED ELG)            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 (PSED ELG)</p> <p><b>Managing Self ELG</b>            Explain the reasons for rules, know right from wrong and try to behave accordingly (PSED ELG)            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (PSED ELG)</p> <p><b>Building Relationships ELG</b>            Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (C&amp;L)            Use vocabulary in different contexts ((C&amp;L ELG)</p>					
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	<p>MARVELLOUS ME and JULIA DONALDSON            PSED            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 teachers (C&amp;L)            I will recognise a range of different emotions            I will learn new classroom routines            Work and play cooperatively and take turns with others (PSED ELG)            Show sensitivity to their own and to others’ needs (PSED ELG)            Form positive attachments to adults and friendships with peers (PSED ELG)            I will know what a good friend looks like            I will know why it is important to be kind            I will learn to be a caring and helpful member of our class            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED ELG)            I will be able to persevere to complete a task/activity</p> <p>UTW            Talk about members of their immediate family or community (UtW ELG)            Talk about the lives of people around them and their roles in society (UtW ELG)            I will know about the people who help me            *Talk about members of their immediate family or community (UtW ELG)            Name and describe people who are familiar to them (UtW ELG)            I will be able to talk about my family</p>		<p>THE WORLD AROUND US and TRADITIONAL TALES            PSED            Build constructive and respectful relationships (PSED)            Express their feelings and consider the feelings of others (PSED)            Identify and moderate their own feelings socially and emotionally (PSED)            I will know how to be a good friend and be respectful            I will be able to consider the feelings of others            I will be learning about other people’s perspectives            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED ELG)            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (PSED ELG)            I will be able to set a goal and work towards it            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 teachers (C&amp;L)            I will be able to talk about things I am proud of            I will be to reflect and self-evaluate my own work            Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian (PSED)            I will show good understanding of the importance of healthy food choices</p> <p>UTW            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED ELG)            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (PSED ELG)            I will show resilience when talking new challenges</p> <p>I will be able to recognise people have different beliefs and celebrate special times in different ways</p>		<p>IN THE GARDEN and DINOSAURS            PSED            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (PSED ELG)            I will be talking about how I can stay healthy including making healthy food choices and keeping fit.            Talk about members of their immediate family or community (UtW ELG)            I will be talking about how I might feel with the change of moving in to Year 1.            Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED ELG)            I will be talking about being confident, showing independence, resilience and perseverance.</p>	

YEAR 1	ONGOING	KIDSAFE
	<p><b>Health and Wellbeing</b>  *the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise  *the risks associated with an inactive lifestyle (including obesity)  H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday  *about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing  H5. simple hygiene routines that can stop germs from spreading  *that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  H11. about different feelings that humans can experience  H12. how to recognise and name different feelings  H14. how to recognise what others might be feeling  *how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things  *where and how to seek support  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  *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  H24. how to manage when finding things difficult  *the importance of self-respect and how this links to their own happiness  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</p>	<p><b>Health and Wellbeing</b>  *simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  H20. 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  *why social media, some computer games and online gaming, for example, are age restricted  H28. about rules and age restrictions that keep us safe  <b>Relationships (Families and People Who Care for Me, Caring Relationships, Respectful Relationships)</b>  *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed  R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried  *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed  R9. how to ask for help if a friendship is making them feel unhappy  *that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing  R11. about how people may feel if they experience hurtful behaviour or bullying  *where and how to seek support  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  *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe  R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)  *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know  R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe  <b>Living in the Wider World (Online Relationships, Being Safe)</b>  *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (KIDSAFE)  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  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 that scares them</p>

<p>INTO THE WOODS</p> <p><b>Health and Wellbeing</b></p> <p>*the principles of planning and preparing a range of healthy meals</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>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</p> <p><b>Relationships (Families and People Who Care for Me, Caring Relationships, Respectful Relationships)</b></p> <p>*how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>*the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>*the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>R15. how to respond safely to adults they don’t know</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>*the conventions of courtesy and manners</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>TELL ME A STORY</p> <p><b>Health and Wellbeing</b></p> <p>*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>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</p> <p><b>Relationships (Families and People Who Care for Me, Caring Relationships, Respectful Relationships)</b></p> <p>*the conventions of courtesy and manners</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>*the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>MUCK, MESS AND MIXTURES</p> <p><b>Health and Wellbeing</b></p> <p>*the principles of planning and preparing a range of healthy meals</p> <p>*the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p><b>Relationships (Families and People Who Care for Me, Caring Relationships, Respectful Relationships)</b></p> <p>*that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>*the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>PAWS, CLAWS AND WHISKERS</p> <p><b>Relationships (Families and People Who Care for Me, Caring Relationships, Respectful Relationships)</b></p> <p>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>*the conventions of courtesy and manners</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>EXPLORATION AND DISCOVERY</p> <p><b>Health and Wellbeing</b></p> <p>*that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>*how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p><b>Relationships (Families and People Who Care for Me, Caring Relationships, Respectful Relationships)</b></p> <p>*the conventions of courtesy and manners</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>OLYMPICS</p> <p><b>Health and Wellbeing</b></p> <p>*isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>H27. about preparing to move to a new class/year group</p> <p>*the characteristics and mental and physical benefits of an active lifestyle</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p><b>Relationships (Families and People Who Care for Me, Caring Relationships, Respectful Relationships)</b></p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>*the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>R15. how to respond safely to adults they don’t know</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>*the conventions of courtesy and manners</p> <p>*that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>*the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>R23. to recognise the ways in which they are the same and different to others</p>
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YEAR 2	ONGOING	KIDSAFE
	<p><b>Respectful relationships</b> Pupils should know: the conventions of courtesy and manners R22. about how to treat themselves and others with respect; how to be polite and courteous the importance of self-respect and how this links to their own happiness R22. about how to treat themselves and others with respect; how to be polite and courteous H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike</p> <p><b>Caring Friendships</b> that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried (KIDSAFE) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded R6. about how people make friends and what makes a good friendship how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them R21. about what is kind and unkind behaviour, and how this can affect others</p> <p><b>Mental wellbeing</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support R7. about how to recognise when they or someone else feels lonely and what to do simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests that mental wellbeing is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations 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 H24. how to manage when finding things difficult</p> <p><b>Being safe</b> Pupils should know: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others is needed</p> <p><b>Mental wellbeing</b> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support R11. about how people may feel if they experience hurtful behaviour or bullying (KIDSAFE) 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 (KIDSAFE)</p> <p><b>Being safe</b> Pupils should know: about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (KIDSAFE) R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (KIDSAFE) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe how to recognise and report feelings of being unsafe or feeling bad about any adult how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so 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 R16. about how to respond if physical contact makes them feel uncomfortable or unsafe (KIDSAFE)</p> <p><b>Online relationships</b> Pupils should know: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 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</p> <p><b>Internet safety and harms</b> Pupils should know: why social media, some computer games and online gaming, for example, are age restricted the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health where and how to report concerns and get support with online issues H28. about rules and age restrictions that keep us safe (KIDSAFE) 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 that scares them</p>

## ME AND MY COMMUNITY

**Families and people who care for me**

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R4. to identify common features of family life

that families are important for children growing up because they can give love, security and stability

R2. to identify the people who love and care for them and what they do to help them feel cared for

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

H22. to recognise the ways in which we are all unique

R3. about different types of families including those that may be different to their own

**Mental wellbeing**

Pupils should know:

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

the benefits of physical exercise, time outdoors

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

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

**Physical health and fitness**

Pupils should know:

the characteristics and mental and physical benefits of an active lifestyle (Science)

H1. about what keeping healthy means; different ways to keep healthy

**Healthy eating**

Pupils should know:

the principles of planning and preparing a range of healthy meals (Science)

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) (Science)

H2. about foods that support good health and the risks of eating too much sugar

**Health and Prevention**

the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

H4

## HORRIBLE HISTORIES

**Physical health and fitness**

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

the risks associated with an inactive lifestyle (including obesity)

H2. about foods that support good health and the risks of eating too much sugar

**Health and Prevention**

about personal hygiene and germs, including bacteria, viruses, how they are spread and treat and the importance of handwashing

H5. simple hygiene routines that can stop germs from spreading

about dental health and the benefits of good oral hygiene, dental flossing, including regular check-ups at the dentist

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

## WHERE THE WILD THINGS ARE

**Mental wellbeing**

Pupils should know:

that mental wellbeing is a normal part of daily life, in the same way as physical health

H1. about what keeping healthy means; different ways to keep healthy

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

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

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H24. how to manage when finding things difficult

**Basic first aid**

Pupils should know:

how to make a clear and efficient call to emergency services, if necessary

H33. about the people whose job it is to help keep us safe

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

## HOME AND AWAY

**Respectful relationships**

Pupils should know:

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

L4. about the different groups they belong to

L6. to recognise the ways, they are the same as, and different to, other people

H23. to identify what they are good at, what they like and dislike

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

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

R22. about how to treat themselves and others with respect; how to be polite and courteous

H22

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L5. about the different roles and responsibilities people have in their community

R15 R17

## WEIRD, WACKY AND WONDERFUL

**Internet safety and harms**

Pupils should know:

that for most people the internet is an integral part of life and has many benefits

L8. about the role of the internet in everyday life

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

R10 R12

**Online relationships**

Pupils should know:

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

how information and data is shared and used online