



This document should be looked at in conjunction with the KS2 and KS1 overviews and class teachers progression planning documents.

Hoyland Springwood Primary – Progression Overview Document PSHCE

Bold Objectives to be taught in mixed age classes

Purple objectives indicate fingertip knowledge



	Relationships	Living in the wider world	Health and wellbeing
EYFS	Building Relationships	Celebrating Difference Being Me in my World	Healthy Me Dreams and Goals Changing Me
Year 1	Families and friendships Roles of different people; families; feeling cared for Safe relationships Recognising privacy; staying safe; seeking permission Respecting ourselves and others How behaviour affects others; being polite and respectful	Belonging to a community What rules are; caring for others' needs; looking after the environment Media literacy and digital resilience Using the internet and digital devices; communicating online Money and work Strengths and interests; jobs in the community	Physical health and Mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong Keeping safe How rules and age restrictions help us; keeping safe online
Year 2	Families and friendships Making friends; feeling lonely, and getting help Safe relationships Managing secrets; resisting pressure and getting help, recognising hurtful behaviour Respecting ourselves and others Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community Media literacy and digital resilience The internet in everyday life; online content and information Money and work What money is; needs and wants; looking after money	Physical health and Mental wellbeing Why sleep is important, medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing and changing Growing older; naming body parts; moving class or year Keeping safe Safety in different environments; risk and safety at home; emergencies
Year 3	Families and friendships What makes a family; features of family life Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities Media literacy and digital resilience How the internet is used; assessing information online Money and work Different jobs and skills; job stereotypes; setting personal goals	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings Growing and changing Personal strengths and achievements; managing and re-framing setbacks Keeping safe Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Families and friendships Positive friendships, including online Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Belonging to a community What makes a community; shared responsibilities Media literacy and digital resilience How data is shared and used Money and work Making decisions about money; using and keeping money safe	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping safe Medicines and household products; drugs common to everyday life
Year 5	Families and friendships Managing friendships and peer influence Safe relationships Physical contact and feeling safe Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination	Belonging to a community Protecting the environment, compassion towards others Media literacy and digital resilience How information online is targeted; different media types, their role and impact Money and work Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage. Safe relationships Recognising and managing pressure; consent in different situations Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues	Belonging to a community Valuing diversity; challenging discrimination and stereotypes Media literacy and digital resilience Evaluating media sources; sharing things online Money and work Influences and attitudes to money; money and financial risks	Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Growing and changing Human reproduction and birth; increasing independence; managing transition Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

	Relationships	Celebrating Difference	Being Me in My World	Healthy Me	Dreams and Goals	Changing Me
EYFS Can be taught in any order	<p>I can tell you about my family.</p> <p>I understand how to make friends if I feel lonely.</p> <p>I can tell you some of the things I like about my friends.</p> <p>I know what to say and do if somebody is mean to me.</p> <p>I can use 'Calm Me' time to manage my feelings.</p> <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>I know how it feels to be proud of something I am good at..</p> <p>I can tell you one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I can tell you how I could make new friends.</p> <p>I can use my words to stand up for myself.</p>	<p>I understand how it feels to belong and that we are similar and different</p> <p>I understand how feeling happy and sad can be expressed</p> <p>I can work together and consider other people's feelings</p> <p>I can use gentle hands and understand that it is good to be kind to people.</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means</p> <p>Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>I can tell you some of the things I need to do to be healthy.</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>I know how to help myself to go to sleep and that sleep is good for me.</p> <p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</p> <p>I know what to do if I get lost and how to say NO to strangers</p>	<p>I can work together and enjoy being with my friends.</p> <p>I understand what a challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards it.</p> <p>I know some kind words to encourage people with: well done, keep going, you are doing well</p> <p>I can start to think about the jobs I might like to do when I'm older.</p> <p>I can feel proud when I achieve a goal</p>	<p>I can name parts of my body and show respect for myself.</p> <p>I can tell you some things I can do and some food I can eat to be healthy.</p> <p>I understand that we all start as babies and grow into children and then adults.</p> <p>I know that I grow and change.</p> <p>I can talk about how I feel moving to School from EYFS.</p> <p>I can remember some fun things about this year</p>
	<p>kind, happy, sad, gentle, play, world, similar, different, friends</p>	<p>proud, unique, families, home, house, friends, special, bully</p>	<p>Challenge, effort, goal, encourage, kind words, jobs, aspirations, achievement</p>	<p>Active, healthy, sleep, hygiene, clean hands, germs, stranger</p>	<p>Family, feelings, likes, dislikes, compliment, lonely, calm, together.</p>	<p>Self respect, health food, grow, change, babies, children, adults, feelings, transition, memories.</p>

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
Families and friendships Roles of different people; families; feeling cared for	Safe relationships Recognising privacy; staying safe; seeking permission	Respecting ourselves and others How behaviour affects others; being polite and respectful	Belonging to a community What rules are; caring for others' needs; looking after the environment	Media literacy and digital resilience Using the internet and digital devices; communicating Online	Money and work Strengths and interests; jobs in the community	Physical health and Mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong	Keeping safe How rules and age restrictions help us; keeping safe online	
Year 1	<p>R1. The roles different people, acquaintances, friends and relatives play in our lives</p> <p>R2. Identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. Different types of families including those that may be different to their own</p> <p>R4. To identify common features of family life: support, love, care, sense of belonging, communication, valued, respected</p> <p>R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. How people may feel if they experience hurtful behaviour or bullying</p> <p>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</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</p> <p>R14. That sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. How to respond safely to adults they don't know</p> <p>R16. How to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. Knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><i>Community issues</i> Sexualised crime- Read NSPCC pantasourus, be aware of the 5 main pants rules.</p>	<p>R21. What is kind and unkind behaviour, and how this can affect others</p> <p>R22. How to treat themselves and others with respect; how to be polite and courteous</p> <p><i>Community issues</i> Sexualised crime- Read NSPCC pantasourus, be aware of the 5 main pants rules.</p>	<p>L1. Know about what rules are, why they are needed, and why different rules are needed for different situations: classroom rules, school rules, rules at home, rules in the community</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: tidying the classroom, putting things away, litter picking, not dropping litter, putting things in the bin</p> <p><i>Community issues- Antisocial behaviour: What is a good member of the community and how do they behave in public.</i></p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life (see computing units)</p>	<p>L14. that everyone has different strengths</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>H1. Know about what keeping healthy means; different ways to keep healthy: diet, drinks, exercise, sleep</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>H5. simple hygiene routines that can stop germs from spreading: regular hand washing,</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage: hat, sun cream, sunglasses</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. The people who help us to stay physically healthy: parents, school cook, teachers</p>	<p>H11. knowabout different feelings that humans can experience (Use joy-filled and sorrow-filled words from Books Beyond Words)</p> <p>H12. how to recognise and name different feelings: happy, excited, sad, upset, angry</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H21. to recognise what makes them special</p> <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>H28. Know about rules and age restrictions that keep us safe: Roblox, Fortnite, Minecraft, PG films, U films</p> <p>H34. basic rules to keep safe online, including what is meant by personal Information (name, age, address, school) and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>
	aquaintances, friends, relatives, love, care, families, body, feelings, actions, hurtful, online, name calling, teasing, deliberate, private, permission, kind, unkind, respect.	rules, needs, responsibilities, environment, internet, digital, communicate, strengths, jobs, interests, community	change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling, healthy, active safe, private, trust						

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
<u>Families and friendships</u> Making friends; feeling lonely, and getting help	<u>Safe relationships</u> Managing secrets; resisting pressure and getting help, recognising hurtful behaviour	<u>Respecting ourselves and others</u> Recognising things in common and differences; playing and working co-operatively; sharing opinions	<u>Belonging to a community</u> Belonging to a group; roles and responsibilities; being the same and different in the community	<u>Media literacy and digital resilience</u> The internet in everyday life; online content and information	<u>Money and work</u> What money is; needs and wants; looking after money	<u>Physical health and Mental wellbeing</u> Why sleep is important, medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	<u>Growing and changing</u> Growing older; naming body parts; moving class or year	<u>Keeping safe</u> Safety in different environments; risk and safety at home; emergencies	
Year 2	<p>R6. How people make friends and what makes a good friendship: saying and doing things that make people feel good, giving compliments, being happy for your friends.</p> <p>R7. How to recognise when they or someone else feels lonely and what to do: feeling like you don't have friends, being on your own, asking others to join in, don't leave people out.</p> <p>R8. Simple strategies to resolve arguments between friends positively; STOP- before it gets out of control SAY what the conflict is about, THINK of positive options CHOOSE- a positive option RESPECT- the opinions of others</p> <p>R9. How to ask for help if a friendship is making them feel unhappy</p> <p>R24. How to listen to other people and play and work cooperatively</p>	<p>R11. How people may feel if they experience hurtful behaviour or bullying</p> <p>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</p> <p>R14. That sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R18. The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>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><i>Community issues</i> Sexualised crime- Read NSPCC pantasourus, be aware of the 5 main pants rules.</p>	<p>R23. To recognise the ways in which they are the same and different to others</p> <p>R24. How to listen to other people and play and work cooperatively</p> <p>R25. How to talk about and share their opinions on things that matter to them</p>	<p>L2. How people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4. About the different groups they belong to: friendshios, class, school, family.</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><i>Community issues- Antisocial behaviour: What is a good member of the community and how do they behave in public.</i></p>	<p>L8. About the role of the internet in everyday life (see computinh units)</p> <p>L9. That not all information seen online is true (see computing units)</p>	<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: saving money, piggy bank, thinking carefully about what we should spent it on</p> <p>L15. That jobs help people to earn money to pay for things</p>	<p>H4. Why sleep is important and different ways to rest and relax</p> <p>H6.T That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H16. Ways of sharing feelings; a range of words to describe feelings: Use joy -filled words and sorrow-filled words from Books Beyond Words)</p> <p>H17. Things that help people feel good: playing outside, doing things they enjoy, spending time with family, getting enough sleep</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: name the emoton, identify the trigger, stay calm, find a safe space, tell a trusted adult</p> <p>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</p>	<p>H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H25. To name the main parts of the body including external genitalia: vulva, vagina, penis, testicles</p> <p>H26. Growing and changing from young to old and how people's needs change</p> <p>H27. Preparing to move to a new class/year group</p>	<p>H29. Recognise risk in simple everyday situations and what action to take to minimise harm: crossing the road, stranger danger</p> <p>H30. 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: beach, shopping centre, park, swimming pool, on the street and how to cross the road safely</p> <p>H33. The people whose job it is to help keep us safe: parents, school staff, professionals</p> <p>H34. Basic rules to keep safe online, including what is meant by personal Information: age, name, date of birth, address, and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. 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>H37. Things that people can put into their body or on their skin; how these can affect how people feel: alcohol, nicotine, caffeine, energy drinks</p>
	Friends, friendship, lonely, problem solving, listen, co-operatively, feelings, hurtful behaviour, online, offline, secrets, acceptable, not acceptable, unsafe, help,			Living things, needs, caring, responsibilities, community, differences, internet, true, false, money, choices, need/want, job			Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change,, grow, feelings, love, care, comfortable feeling, uncomfortable feeling		

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
<u>Families and friendships</u> What makes a family; features of family life	<u>Safe relationships</u> Personal boundaries; safely responding to others; the impact of hurtful behaviour	<u>Respecting ourselves and others</u> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<u>Belonging to a community</u> The value of rules and laws; rights, freedoms and responsibilities	<u>Media literacy and digital resilience</u> How the internet is used; assessing information online	<u>Money and work</u> Different jobs and skills; job stereotypes; setting personal goals	<u>Physical health and Mental wellbeing</u> Health choices and habits; what affects feelings; expressing feelings	<u>Growing and changing</u> Personal strengths and achievements; managing and re-framing setbacks	<u>Keeping safe</u> Risks and hazards; safety in the local environment and unfamiliar places	
Year 3	<p>R1. Recognise that there are different types of relationships: friendships, family relationships, romantic relationships, online relationships</p> <p>R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>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</p> <p>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</p> <p>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice: trusted adults, childline.</p>	<p>R19. The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R22. Privacy and personal boundaries; what is appropriate in friendships and wider relationships including online</p> <p>R24. How to respond safely and appropriately to adults they may encounter in all contexts including online whom they do not know</p> <p><i>Community issues</i> Sexualised crime- Read NSPCC pantasourus, be aware of the 5 main pants rules.</p>	<p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>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</p> <p><i>Community issues-</i> <i>Antisocial behaviour: causing distress to someone not in your household, how I behave in the community, good ways to behave, not good ways to behave</i></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. The relationship between rights and responsibilities</p> <p><i>Community issues-</i> <i>Antisocial behaviour: causing distress to someone not in your household, what the laws are around antisocial behaviour.</i></p>	<p>L11. Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results: green padlock, spelling mistakes in suggested websites, is the website a common one that they know, is it based in the uk</p>	<p>L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>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</p> <p>L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them: female nurses, male fireman etc</p> <p>L30. About some of the skills that will help them in their future careers: teamwork, communication and negotiation</p>	<p>H1. How to make informed decisions about health: diet, exercise</p> <p>H2. The elements of a balanced, healthy lifestyle: sleep, hydration, diet, exercise, screen time</p> <p>H3. Choices that support a healthy lifestyle, and recognise what might influence these: too much sugar, fatty foods, too much screen time, lack of connection with others</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. 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: 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>H17. To recognise that feelings can change over time and range in intensity</p> <p>H18. Everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways: joy filled words, sorrow filled words (books beyond words vocabulary display in classroom)</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. How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking: remaining positive, cup half full, the power of YET</p>	<p>H38. How to predict, assess and manage risk in different situations: crossing the road, stranger danger</p> <p>H39. Hazards: including fire risks that may cause harm, injury or risk in the home: electrical hazzards, fire hazards; and what they can do to reduce risks and keep safe</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>
	relationship, friendship, romantic relationships, caring, families, love, security, commitment, care, support, unhappy, unsafe, bullying, online, offline, private, personal, boundaries, respectful, personal behaviour, self respect, polite.	rules, law, consequences, human rights, internet, social media, positive, negative, relationships, reliable information, online, offline, job, career, stereotype, skills teamwork, negotiation, communication.	change, grow, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm, egg, balanced lifestyle, balanced diet, nutrition, exercise, individuality, achievement, self-worth, hazards, safety.						

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
Families and friendships Positive friendships, including online	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	Belonging to a community What makes a community; shared responsibilities	Media literacy and digital resilience How data is shared and used	Money and work Making decisions about money; using and keeping money safe	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care	Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe Medicines and household products; drugs common to everyday life	
Year 4	<p>R10. The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. What constitutes a positive healthy friendship: 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</p> <p>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</p> <p>R13. The importance of seeking support if feeling lonely or excluded: trusted adults at school, childline, NSPCC</p> <p>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: trusted adults at school, childline, NSPCC</p>	<p>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: trusted adults at school, childline, NSPCC and CEOP</p> <p>R23. 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 (see R20)</p> <p>R27. Keeping something confidential or secret, when this should be e.g 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</p> <p>R28. To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this: tell, tell, tell</p> <p><i>Community issues</i> Sexualised crime- NSPCC PANTS rules, no means no and privates are private.</p>	<p>R32. Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><i>Community issues-</i> <i>Antisocial behaviour: causing distress to someone not in your household, how I behave in the community, good ways to behave, not good ways to behave.</i></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>L6. About the different groups that make up their community; religions, ages, gender, sexuality, what living in a community means</p> <p>L7. To value the different contributions that people and groups make to the community</p>	<p>L13. Some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information: Bluetooth, cookies</p>	<p>L17. The different ways to pay for things and the choices people have about this: up front, credit card, on credit, loans</p> <p>L19. That people's spending decisions can affect others and the environment: 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 piggy banks, visual to see what you have got, what you have left, value of money</p>	<p>H2. The elements of a balanced, healthy lifestyle: diet, exercise, sleep, being outside, making connections.</p> <p>H5. What good physical health means; how to recognise early signs of physical illness</p> <p>H11. How to maintain good oral hygiene: correct brushing and flossing, mouth wash; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care: sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking</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 (see SRE overview)</p> <p>H31. The physical and emotional changes that happen when approaching and during puberty: menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</p> <p>H32. How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. Where to get more information, help and advice about growing and changing, especially about puberty: kidshealth.org, childline website</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>H38. How to predict, assess and manage risk in different situations</p> <p>H40. The importance of taking medicines correctly and using household products safely: following instructions carefully</p> <p>H46. The risks and effects of legal drugs common to everyday life: 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>
	friendships, wellbeing, respect, trust, truthfulness, generosity, loyalty, kindness, relationships, online, lonely, excluded, offline, uncomfortable, risk, harmful, confidential, content, contact, concerns, confidence, breaking confidence, uncomfortable, respectful, traditions.	compassion, responsibility, money, paying, community, internet, fair trade, priorities, planning, budgeting.	puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings, excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, emotions, moods, healthy life style, hygiene, medicine, vaccinations, immunisations, drugs, alcohol, habits.						

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
Families and friendships Managing friendships and peer influence	Safe relationships Physical contact and feeling safe	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination	Belonging to a community Protecting the environment, compassion towards others	Media literacy and digital resilience How information online is targeted; different media types, their role and impact	Money and work Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM	
Year 5	<p>R14. Healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them: ask them to join in.</p> <p>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</p> <p>R16. Friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. Friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R25. Recognise different types of physical contact; hugging, holding hands, kissing, safe touch, what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. Seeking and giving permission (consent) in different situations</p> <p>R27. Keeping something confidential or secret, when this should be (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</p> <p>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) CEOP, NSPCC</p> <p><i>Community issues</i> <i>Sexualised crime- NSPCC</i> <i>PANTS rules, no means no and privates are private.</i></p>	<p>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 CEOP, NSPCC, Childline</p> <p>R21. About discrimination: what it means and how to challenge it: tell a trusted adult, let the person know it is not ok.</p> <p>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</p> <p>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</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: reducing, reusing, recycling; food choices</p> <p><i>Community issues- Antisocial behaviour: causing distress to someone not in your household, verbally and physically harming others, theft, vandalism. Making good choices and considering others in the community.</i></p>	<p>L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results: green padlock, check the source- web address and spelling errors, check the author- are they credible, check the facts, check the comments.</p> <p>L14. How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p>L19. That people's spending decisions can affect others and the environment: Fair trade, buying single-use plastics, or giving to charity</p> <p>L27. Stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. What might influence people's decisions about a job or career: 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</p> <p>L29. 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</p> <p>L31. To identify the kind of job that they might like to do when they are older</p> <p>L32. To recognise a variety of routes into careers: college, apprenticeship, university</p>	<p>H8. 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>H12. 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>H16. Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H25. Personal identity; what contributes to who we are: 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>H38. How to predict, assess and manage risk in different situations</p> <p>H43. What is meant by first aid; basic techniques for dealing with common injuries: how to apply a plaster, how to apply a bandage to the arm, recovery position.</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: 999 name, where you are, what the situation is.</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 risk</p>
	friendship, included, lonely, excluded, peer influence, peer approval, ups and downs, resolve, online, offline, uncomfortable, consent, contact, acceptable, unacceptable, permission, confidential, breaking confidence, advice, teasing, name-calling, discrimination, self-respect, traditions	compassion, responsibilities, choices, reduce, reuse, recycle, spending, fair-trade, reliability, safe choices, stereotypes, influence, assumptions, money, career choices, careers.	puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings, excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, sleep, routine, bacteria, viruses, vaccinations, immunisations, sun exposure, personality, FGM, emergency, risk.						

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Families and friendships Attraction to others; romantic relationships; civil partnership and marriage.	Safe relationships Recognising and managing pressure; consent in different situations	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues	Belonging to a community Valuing diversity; challenging discrimination and stereotypes	Media literacy and digital resilience Evaluating media sources; sharing things online	Money and work Influences and attitudes to money; money and financial risks	Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Growing and changing Human reproduction and birth; increasing independence; managing transition	Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
<p>R1. To recognise that there are different types of relationships: friendships, family relationships, romantic relationships, online relationships.</p> <p>R2. That people may be attracted to someone in different ways: 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.</p> <p>R3. 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</p> <p>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.</p> <p>R5. People who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. To recognise and respect that there are different types of family structure: single parents, same-sex parents, step-parents, blended families, foster parents; that families of all types can give family members love, security and stability</p>	<p>R26. Seeking and giving permission (consent) in different situations.</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this; practise saying no, think about your reasons and how to help your friends understand, avoid situations where you might be asked to join in with situations you don't want to and tell someone you trust to help you to make it stop.</p> <p>R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online); CEOP, childline, NSPCC, Samaritans.</p> <p><i>Community issues</i> Sexualised crime- NSPCC PANTS rules and no means no.</p>	<p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour in person and online; treat others how you would like to be treated, treat people online the same way you would treat someone face to face, acknowledge and accept other's ideas, acknowledge and accept others' culture, religion, sexuality and gender.</p> <p>R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with: don't make it personal, avoid putting down the other person's ideas and beliefs, listen to the other point of view, stay calm.</p> <p><i>Community issues- Antisocial behaviour: causing distress to someone not in your household, verbally and physically harming others, theft, vandalism. Making good choices and considering others in the community. Why do people show antisocial behaviour: anger, peer pressure, moral compass, lack of social rules.</i></p>	<p>L8. Diversity: what it means; the benefits of living in a diverse community; valuing diversity within communities.</p> <p>L9. Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes: consider your own reactions and actions, create a sense of belonging for everyone, be an ally, ask questions and make connections.</p> <p>L10. Prejudice; how to recognise behaviours /actions which discriminate against others; ways of responding to it if witnessed or experienced: tell a trusted adult, let the person know it is not ok.</p> <p><i>Community issues- Antisocial behaviour: causing distress to someone not in your household, verbally and physically harming others, theft, vandalism. Making good choices and considering others in the community. Why do people show antisocial behaviour: anger, peer pressure, moral compass, lack of social rules.</i></p>	<p>L11. Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13. Some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. How text and images in the media and on social media can be manipulated or invented (Dove reverse selfie advert); strategies to evaluate the reliability of sources and identify misinformation: green padlock, check the source- web address and spelling errors, check the author- are they credible, check the facts, check the comments</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>L21. Different ways to keep track of money: money jars to show how much they have, understand impulse buys, knowing how much you have to spend, knowing when its gone, its gone.</p> <p>L22. Risks associated with money: money can be won, lost or stolen and ways of keeping money safe</p> <p>L23. 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 positively and negatively and how it affects lifestyles and mood</p>	<p>H13. The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online: setting timers, time limits each day.</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>H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health: sleep, diet, exercise, nature.</p> <p>H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations: FEEL-THINK-CHOOSE-BEHAVE.</p> <p>H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. Change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools: doing things that help you feel better, labelling the feelings, breathing exercises, exercise, play music, talking, positive self-talk, use a mood booster (children create their own)</p> <p>H33. 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 for</p> <p>H35. The new opportunities and responsibilities that increasing independence may bring.</p> <p>H36. Strategies to manage transitions between classes and key stages: doing things that help you feel better, labelling the feelings, breathing exercises, exercise, play music, talking, positive self-talk, use a mood booster (children create their own)</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>H42. 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</p> <p>H46. The risks and effects of legal drugs common to everyday life: 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. Why people choose to use or not use drugs</p> <p>H49. The mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. The organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns: Talk to Frank, NSPCC</p>
relationships, romantic relationships, attraction (emotional, physical, sexual), gender identity, sexual orientation, marriage, civil partnership, commitment, forced marriage, crime, family structure, consent/permission, pressure, respectful behaviour.			diversity, community, stereotypes, prejudice, discrimination, budgeting, internet, social media, manipulated, invented, reliability, misinformation, money risks, gambling,			puberty, change, grow, mature, private parts, genitals, , strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent, change, loss, grief, transition, drugs, alcohol, habit, addiction, tobacco, emotions, responsibilities, legal, illegal, personal choice, private information.		

Year 6