# PSHE Medium Term Plan

| | Autumn 1<br>Being me in my World | Autumn 2<br>Celebrating Differences | Spring 1<br>Dreams and Goals | Spring 2<br>Healthy Me | Summer 1<br>Relationships | Summer 2<br>Changing Me |
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| **Year 1** | RSE<br><br>**Caring Friendships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>**Respect Relationships**<br><br>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 | RSE<br><br>**Caring Relationships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be | RSE<br><br>**Respectful Relationships**<br><br>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<br><br>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<br><br>**Being Safe**<br><br>how to ask for advice or help | RSE<br><br>**Respectful Relationships**<br><br>the importance of self-respect and how this links to their own happiness<br><br>Physical Health and Mental Wellbeing<br><br>**Mental Wellbeing**<br><br>that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>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 | RSE<br><br>**Families and the people who care for me**<br><br>that families are important for children growing up because they can give love, security and stability<br><br>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<br><br>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 | RSE<br><br>**Families and the people who care for me**<br><br>that families are important for children growing up because they can give love, security and stability<br><br>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed<br><br>**Respectful Relationships**<br><br>the conventions of courtesy and manners<br><br>the importance of permissionseeking and giving in relationships with friends, peers and adults<br><br>**Being Safe** |

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| | the conventions of courtesy and manners<br><br>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<br><br>**Physical Health and Mental Wellbeing**<br>**Mental Wellbeing**<br><br>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<br><br>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<br><br>how to judge whether what they are feeling and how they are | worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>how to recognise who to trust<br>and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing<br>conflict, how to manage these<br>situations and how to seek help or<br>advice from others, if needed<br><br>**Respect Relationships**<br><br>the importance of respecting<br>others, even when they are very different from them (for example, physically, in character, personality<br>or backgrounds), or make different choices or have different preferences or beliefs<br><br>practical steps they can take | for themselves or others, and to keep trying until they are heard<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | 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<br><br>the benefits of physical exercise, time outdoors, community participation, voluntary and<br>service-based activity on mental wellbeing and happiness<br><br>simple self-care techniques,<br>including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>**Physical Health and Fitness**<br><br>the characteristics and mental<br>and physical benefits of an active lifestyle<br><br>the importance of building<br>regular exercise into daily and weekly routines and how to achieve this; for | other children's families are also characterised by love and care<br><br>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<br><br>**Caring Relationships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness,<br>trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>that healthy friendships are<br>positive and welcoming towards others, and do not make others feel lonely or excluded | what sorts of boundaries are<br>appropriate in friendships with peers and others (including in a digital context)<br><br>about the concept of privacy<br>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<br><br>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>how to recognise and report<br>feelings of being unsafe or feeling bad about any adult<br><br>where to get advice e.g. family,<br>school and/or other sources<br><br>**Physical Health and Mental Wellbeing** |

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| | behaving is appropriate and proportionate<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support | in a range of different contexts<br>to improve or support respectful relationships<br><br>hat 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<br><br>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | | example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise<br><br>how and when to seek support<br>including which adults to speak to in school if they are worried about their health<br><br>what constitutes a healthy diet<br>(including understanding calories and other nutritional content)<br><br>the principles of planning and preparing a range of healthy meals<br><br>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)<br><br>**Health and Prevention** | that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>how to recognise who to trust<br>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<br><br>**Respect Relationships**<br><br>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 | **Mental Health**<br><br>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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>**Changing Adolescent Bodies**<br><br>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes |

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| | | how to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>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<br><br>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about | | the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn<br><br>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist<br><br>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing | practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners<br><br>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<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>about the concept of privacy and the implications of it for both children and adults; including that it is | |

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| | | their own and others' feelings<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) | | | not always right to keep secrets if they relate to being safe<br><br>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br><br>that there is a normal range of | |

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| | | | | | emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations<br><br>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<br><br>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) | |

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| **Year 2** | **RSE**<br><br>**Respect Relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>that in school and in wider | **RSE**<br><br>**Caring Relationships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, | **RSE**<br><br>**Respect Relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>that in school and in wider society they can expect to be treated with | **Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br><br>that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>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<br><br>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<br><br>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on | **RSE**<br><br>**Families and the people who care for me**<br><br>that families are important for children growing up because they can give love, security and stability<br><br>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<br><br>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 | **RSE**<br><br>**Respect Relationships**<br><br>the importance of self-respect and how this links to their own happiness<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>about the concept of privacy |

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| | 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<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans | and that resorting to violence is never right<br><br>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<br><br>**Respect Relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships | respect by others, and that in turn they should show due respect to others, including those in positions of authority<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br>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<br><br>how to recognise and talk about their emotions, including having a varied | mental wellbeing and happiness<br><br>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>**Physical Health and Fitness**<br><br>the characteristics and mental and physical benefits of an active lifestyle<br><br>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<br><br>the risks associated with an inactive lifestyle (including obesity)<br><br>how and when to seek support | 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<br><br>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br><br>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed<br><br>**Caring Relationships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and | 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<br><br>hat each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>how to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources |

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| | experience in relation to different experiences and situations<br><br>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 conventions of courtesy and manners<br><br>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<br><br>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>what a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>the importance of permissionseeking and giving in relationships with friends, peers and adults<br><br>**Online Relationships**<br><br>that people sometimes behave differently online, | vocabulary of words to use when talking about their own and others' feelings<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | including which adults to speak to in school if they are worried about their health<br><br>what constitutes a healthy diet (including understanding calories and other nutritional content)<br><br>the principles of planning and preparing a range of healthy meals<br><br>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)<br><br>**Health and Prevention**<br><br>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | experiences and support with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>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<br><br>**RSE**<br><br>**Respect Relationships** | **Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br>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<br><br>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<br><br>**Changing adolescent body**<br><br>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes |

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| | | including by pretending to be someone they are not<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br><br>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and | | about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist | 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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>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<br><br>the importance of permissionseeking and giving in relationships with friends, peers and adults<br><br>**Online Relationships**<br><br>that people sometimes behave differently online, | |

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| | | confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**<u>Physical Health and Mental Wellbeing</u>**<br><br>**Mental Health**<br>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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>**Internet Safety and Harms** | | | including by pretending to be someone they are not<br><br>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>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<br><br>hat each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>how to respond safely and | |

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| | | 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<br><br>that 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<br><br>where and how to report concerns and get support with issues online | | | appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br><br>how to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**<u>Physical Health and Mental Wellbeing</u>**<br><br>**Mental Health**<br>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and | |

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| | | | | | scale of emotions that all humans<br>experience in relation to different experiences and situations<br><br>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<br><br>**Internet Safety and Harms**<br><br>that the internet can also be a<br>negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health | |

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| **Year 3** | **RSE**<br><br>**Families and the people who care for me.**<br><br>that families are important for children growing up because they can give love, security and stability<br><br>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<br><br>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<br><br>that stable, caring relationships, which may | **RSE**<br><br>**Caring friendships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>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 | **RSE**<br><br>**Respectful relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, | **RSE**<br><br>**Respectful relationships**<br><br>the importance of self-respect and how this links to their own happiness<br><br>**Online Relationships**<br><br>that people sometimes behave differently online, including by pretending to be someone they are not<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br><br>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>how to critically consider their online friendships and sources of information including | **RSE**<br>**Families and the people who care for me.**<br><br>that families are important for children growing up because they can give love, security and stability<br><br>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<br><br>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<br><br>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are | **RSE**<br>**Families and the people who care for me.**<br><br>that families are important for children growing up because they can give love, security and stability<br><br>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<br><br>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<br><br>that stable, caring relationships, which may be of different types, are |

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| | be of different types, are at the heart of happy families, and are important for children's security as they grow up<br><br>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br><br>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed<br><br>**Caring friendships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | **Respectful relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>about different types of bullying (including | nervousness) and scale of emotions that all humans experience in relation to different experiences and situations<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>**Internet Safety and Harms** | awareness of the risks associated with people they have never met<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>**Being Safe**<br><br>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<br><br>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br><br>how to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>how to ask for advice or help for themselves or | important for children's security as they grow up<br><br>**Caring friendships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right | at the heart of happy families, and are important for children's security as they grow up<br><br>**Respectful Relationships**<br><br>what a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>how information and data is shared and used online<br><br>**Being Safe**<br><br>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>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 |

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| | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>**Respectful relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners<br><br>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 | cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>what a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>**Online Relationships**<br><br>that people sometimes behave differently online, including by pretending to be someone they are not<br><br>**Online Relationships**<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br><br>how to critically consider their online friendships and sources of information including awareness of the risks | | others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>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<br><br>how to recognise and talk about their emotions, including having a varied vocabulary of words to | 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<br><br>**Respectful relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>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, | different experiences and situations<br>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<br><br>**Internet Safety and Harms** |

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| | others, including those in positions of authority<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Online Relationships**<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing** | associated with people they have never met<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>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 | | use when talking about their own and others' feelings<br><br>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br><br>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>**Internet Safety and Harms**<br><br>that for most people the internet is an integral part of life and has many benefits | including those in positions of authority<br><br>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>what a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Online Relationships**<br><br>that people sometimes behave differently online, including by pretending to be someone they are not<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous | |

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| | 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<br><br>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 | different experiences and situations<br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or | | where and how to report concerns and get support with issues online<br><br>**Physical Health and Fitness**<br><br>the characteristics and mental and physical benefits of an active lifestyle<br><br>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<br><br>the risks associated with an inactive lifestyle (including obesity<br><br>how and when to seek support including which adults to speak to in school if they are worried about their health<br><br>**Healthy Eating**<br><br>what constitutes a healthy diet (including understanding calories | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br><br>how information and data is shared and used online<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>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<br><br>where to get advice e.g. family, school and/or other sources | |

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| | | ability to control their emotions (including issues arising online)<br><br>**Internet Safety and Harms**<br><br>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<br><br>that 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 | | and other nutritional content)<br><br>the principles of planning and preparing a range of healthy meals<br><br>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)<br><br>**Drugs, alcohol and tobacco**<br><br>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking<br><br>**Health and Prevention**<br><br>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn<br><br>**Basic First Aid** | **Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>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<br><br>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<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>**Internet Safety and Harms** | |

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| | | | | how to make a clear and efficient call to emergency services if necessary | that for most people the internet is an integral part of life and has many benefits<br><br>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<br><br>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<br><br>why social media, some computer games and online gaming, for example, are age restricted<br><br>where and how to report concerns and get support with issues online | |

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| | | | | | that 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<br><br>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted<br><br>**Changing Me**<br><br>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes<br><br>about menstrual wellbeing including the key facts about the menstrual cycle | |
| **Year 4** | **RSE**<br><br>**Caring Friendships** | **RSE**<br><br>**Caring Friendships** | **RSE**<br><br>**Respectful Relationships** | **RSE**<br><br>**Caring Friendships** | **RSE**<br>**Families and the people who care for me** | **RSE**<br>**Families and the people who care for me** |

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| | how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>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<br><br>**Respectful Relationships** | 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<br><br>**Respectful Relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the importance of self-respect and how this links to their own happiness<br><br>about different types of bullying (including | 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<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br><br>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<br><br>how to recognise and talk about their emotions, including having a varied vocabulary of words to | how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>how to recognise who to trust and who not to trust, how to judge when a friendship is making them | 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<br><br>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<br><br>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed<br><br>**Caring Friendships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, | that families are important for children growing up because they can give love, security and stability<br><br>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<br><br>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<br><br>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 |

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| | 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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>**Online Relationships**<br><br>that people sometimes behave differently online, including by pretending to be someone they are not<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br><br>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and | use when talking about their own and others' feelings | feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed<br><br>**Respectful Relationships**<br><br>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<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Online Relationships**<br><br>that people sometimes behave differently online, | trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>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<br>**Respectful Relationships**<br><br>the importance of respecting others, even | the conventions of courtesy and manners<br><br>**Being Safe**<br><br>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<br><br>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br><br>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 |

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| | **Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br><br>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<br><br>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 | others (including in a digital context)<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br><br>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<br><br>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about | | including by pretending to be someone they are not<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br><br>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>how to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard | 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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | 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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>**Changing Adolescent Body**<br><br>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes<br><br>about menstrual wellbeing including the key facts about the menstrual cycle |

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| | | their own and others' feelings<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>**Internet Safety and Harm** | | how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br><br>that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>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<br><br>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about | where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Health**<br><br>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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their | |

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| | | 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 | | their own and others' feelings<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>**Physical Health and Fitness**<br><br>how and when to seek support including which adults to speak to in school if they are worried about their health<br><br>**Drugs, Alcohol and Tobacco**<br><br>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking<br><br>**Health and Prevention**<br><br>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body | feelings with an adult and seek support<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough | |
| **Year 5** | RSE | RSE | RSE | RSE | RSE | RSE |

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| | **Respect Relationships**<br><br>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<br><br>the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>hat there is a normal range of emotions (e.g. happiness, sadness, | **Caring Friendships**<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>**Respect Relationships**<br><br>the importance of respecting others, even | **Respect Relationships**<br><br>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<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>hat there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans | **Respect Relationships**<br><br>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<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>that each person's body belongs to them, and the differences between | **Caring Friendships**<br><br>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<br><br>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<br><br>**Respect Relationships**<br><br>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 | **Respectful Relationships**<br><br>the importance of self-respect and how this links to their own happiness<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>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<br><br>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing** |

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| | anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations<br><br>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<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>**Internet Safety and Harms** | 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<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>what a stereotype is, and how stereotypes can be<br><br>unfair, negative or destructive | experience in relation to different experiences and situations<br><br>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<br><br>**Physical Health and Fitness**<br><br>the characteristics and mental and physical benefits of an active lifestyle<br><br>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<br><br>the risks associated with an inactive lifestyle (including obesity<br><br>how and when to seek support including which adults to speak to in | appropriate and inappropriate or unsafe physical, and other, contact<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>hat 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 | the conventions of courtesy and manners<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>what a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Online Relationships** | that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>hat 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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br>simple self-care techniques, including the |

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| | | **Being Safe**<br><br>how to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>hat 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 | school if they are worried about their health | experiences and situations<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br><br>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if | that people sometimes behave differently online, including by pretending to be someone they are not<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br><br>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br><br>how information and data is shared and used online<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and | importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough<br><br>**Physical Health and Fitness**<br><br>the characteristics and mental and physical benefits of an active lifestyle<br><br>**Changing Adolescent Body**<br><br>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes<br><br>about menstrual wellbeing including the key facts about the menstrual cycle |

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| | | 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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their | | they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough<br><br>**Physical Health and Fitness**<br><br>the characteristics and mental and physical benefits of an active lifestyle<br><br>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<br><br>the risks associated with an inactive lifestyle (including obesity | others (including in a digital context)<br><br>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<br><br>how to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing** | |

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| | | emotions (including issues arising online) | | how and when to seek support including which adults to speak to in school if they are worried about their health<br><br>**Healthy Eating**<br><br>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)<br><br>**Drugs, Alcohol and Tabacco**<br><br>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking<br><br>**Basic First Aid**<br><br>how to make a clear and efficient call to emergency services if necessary<br><br>concepts of basic first-aid, for example dealing with common | that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>hat 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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | |

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| | | | | injuries, including head injuries | isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough<br><br>**Internet Safety** | |

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| | | | | | that for most people the internet is an integral part of life and has many benefits<br><br>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.<br><br>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<br><br>why social media, some computer games and online gaming, for example, are age restricted<br><br>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a | |

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| | | | | | negative impact on mental health<br><br>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted<br><br>where and how to report concerns and get support with issues online<br><br>**Physical Health and Fitness**<br><br>the characteristics and mental and physical benefits of an active lifestyle<br><br>**Health and Prevention**<br><br>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | |
| **Year 6** | RSE<br><br>**Families and the people who care for me** | RSE<br><br>**Families and the people who care for me** | RSE<br><br>**Respect Relationships** | RSE<br><br>**Families and the people who care for me** | RSE<br><br>**Caring Friendships** | RSE<br><br>**Families and the people who care for me** |

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| | how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed<br><br>**Caring Friendships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>**Respect Relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the conventions of courtesy and manners | 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<br><br>**Caring Friendships**<br>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<br><br>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 | 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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>**Online Relationships**<br><br>that the same principles apply to online relationships as to face-to-face relationships, including | how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed<br><br>**Caring Friendships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>**Caring Friendships**<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>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 | the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>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 | that families are important for children growing up because they can give love, security and stability<br><br>hat 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<br><br>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed<br><br>**Caring Friendships**<br><br>how important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support |

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| | **Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>hat 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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | **Respect Relationships**<br><br>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<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of | the importance of respect for others online including when we are anonymous<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>hat 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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their | seek help or advice from others, if needed<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>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 | **Respectful Relationships**<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the importance of self-respect and how this links to their own happiness<br><br>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>what a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Online Relationships**<br><br>that people sometimes behave differently online, including by pretending | with problems and difficulties<br><br>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>**Respectful Relationships**<br><br>practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>the importance of self-respect and how this links to their own happiness<br><br>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<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe** |

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| | | bystanders (primarily reporting bullying to an adult) and how to get help<br><br>what a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>the importance of permission seeking and giving in relationships with friends, peers and adults<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources | feelings with an adult and seek support | that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>hat there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale | to be someone they are not<br><br>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous<br><br>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br><br>how information and data is shared and used online<br><br>**Being Safe**<br><br>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>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 |

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| | | **Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>hat 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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>that bullying (including cyberbullying) has a | | of emotions that all humans experience in relation to different experiences and situations<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br><br>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>isolation and loneliness can affect children and that it is very important | 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<br><br>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br><br>how to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>how to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>how to report concerns or abuse, and the vocabulary and | 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<br><br>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br><br>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their |

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| | | negative and often lasting impact on mental wellbeing<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough<br><br>**Internet Safety**<br><br>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 | | for children to discuss their feelings with an adult and seek support<br><br>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>**Internet Safety**<br><br>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. | confidence needed to do so<br><br>where to get advice e.g. family, school and/or other sources<br><br>**Physical Health and Mental Wellbeing**<br><br>**Mental Wellbeing**<br><br>that mental wellbeing is a normal part of daily life, in the same way as physical health<br><br>hat 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<br><br>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<br><br>how to judge whether what they are feeling and how they are behaving is | emotions (including issues arising online)<br><br>**Changing Adolescent Body**<br><br>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes<br><br>about menstrual wellbeing including the key facts about the menstrual cycle |

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| | | where and how to report concerns and get support with issues online | | where and how to report concerns and get support with issues online<br><br>**Healthy Eating**<br><br>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)<br><br>**Drugs, Alcohol and Tabacco**<br><br>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | appropriate and proportionate<br><br>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness<br><br>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br><br>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support<br><br>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing<br><br>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about | |

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| | | | | | their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)<br><br>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough<br><br>**Internet Safety**<br><br>that for most people the internet is an integral part of life and has many benefits<br><br>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.<br><br>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour | |

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| | | | | | online and the importance of keeping personal information private<br><br>why social media, some computer games and online gaming, for example, are age restricted<br><br>that 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<br><br>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted<br><br>where and how to report concerns and get support with issues online<br><br>**Physical Health and Fitness**<br><br>the characteristics and mental and physical | |

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| | | | | | benefits of an active lifestyle<br><br>how and when to seek support including which adults to speak to in school if they are worried about their health<br><br>**Health and Prevention**<br><br>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn<br><br>about dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist<br><br>the facts and science relating to allergies, immunisation and vaccination | |