

## **PSHE Medium Term Plan**

	Autumn 1 Being me in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Year 1	RSE	RSE	RSE	RSE	RSE	RSE
	Caring Friendships	Caring Relationships	Respectful Relationships	Respectful Relationships	Families and the people who care for me	Families and the people who care for me
	how important friendships	how important friendships	the importance of	the importance of		
	are in making us feel	are in making us feel	respecting	self-respect	that families are important	that families are
	happy and secure, and	happy and secure, and	others, even when they	and how this links to their	for	important for
	how people choose and	how people choose and	are very different from	own happiness	children growing up	children growing up
	make friends	make friends	them (for example,		because they can give	because they can give
			physically, in character,	Physical Health and	love, security and stability	love, security and stability
	that healthy friendships	the characteristics of	personality	Mental Wellbeing		
	are positive and	friendships, including	or backgrounds), or make		the characteristics of	how to recognise if family
	welcoming towards	mutual respect,	different choices or have	Mental Wellbeing	healthy	relationships are making
	others, and do not make	truthfulness,	different preferences or		family life, commitment to	them feel unhappy or
	others feel lonely or	trustworthiness, loyalty,	beliefs	that mental wellbeing is a	each other, including in	unsafe, and how to seek
	excluded	kindness, generosity, trust,		normal part of daily life,	times of difficulty,	help or advice from
		sharing interests and	that in school and in	in the same way as	protection and care for	others if needed
	Respect Relationships	experiences and support	wider	physical health	children and other family	
		with problems and	society they can expect		members, the importance	Respectful Relationships
	the importance of	difficulties	to be treated with	that there is a normal	of spending time together	
	respecting		respect by others, and	range of emotions (e.g.	and sharing each other's	the conventions of
	others, even when they	that healthy friendships	that in turn they should	happiness, sadness,	lives	courtesy and manners
	are very different from	are	show due respect to	anger, fear, surprise,	l	l
	them (for example,	positive and welcoming	others, including those in	nervousness) and scale	that others' families, either	the importance of
	physically, in character,	towards others, and do	positions of	of emotions that all	in school or in the wider	permissionseeking and
	personality	not make others feel	authority	humans experience in	world,	giving in relationships with
	or backgrounds), or	lonely or excluded	Daine Cafe	relation to different	sometimes look different	friends, peers and adults
	make different choices or have different	that most friendships barre	Being Safe	experiences and situations	from their family, but that	Baina Safa
	preferences or beliefs	that most friendships have ups and downs, and that	how to ask for advice or	SHOUHORIS	they should respect those differences and know that	Being Safe
	preferences or beliefs	these can often be			dinerences and know that	
		mese can offen be	help			





the conventions of courtesy and manners

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

## Physical Health and Mental Wellbeing Mental Wellbeing

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

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

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

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

#### **Respect Relationships**

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

practical steps they can take

for themselves or others, and to keep trying until they are heard

## Physical Health and Mental Wellbeing

#### Mental Wellbeing

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

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

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

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

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

# Physical Health and Fitness

the characteristics and mental and physical benefits of an active lifestyle

the importance of building regular exercise into daily and weekly routines and how to achieve this; for

other children's families are also characterised by love and care

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

#### **Caring Relationships**

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

how to recognise and report feelings of being unsafe or feeling bad about any adult

where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing





behaving is appropriate and proportionate

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 to improve or support

respectful relationships

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

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

the importance of permission seeking and giving in relationships with friends, peers and adults

### Being Safe

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

how and when to seek support including which adults to speak to in school if they are worried about their health

what constitutes a healthy diet (including understanding calories and other nutritional content)

the principles of planning and preparing a range of healthy meals

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)

#### **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

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

#### Respect Relationships

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**

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

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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

## Changing Adolescent Bodies

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes





the importance of practical steps they can how to recognise and sufficient take good quality sleep for in a range of different report feelings of being unsafe good health and that a contexts or feeling bad about any lack of sleep can affect to improve or support respectful relationships adult weight, mood and ability to learn how to report concerns or the conventions of abuse, and the about dental health and courtesy and manners vocabulary and the confidence needed to benefits of good oral that in school and in wider do so hygiene and dental society they can expect flossing, including regular to be treated with respect where to get advice e.g. check-ups at the dentist by others, and that in turn family, they should show due school and/or other about personal hygiene respect to and germs including others, including those in sources bacteria, viruses, how positions of authority Physical Health and they are spread and **Mental Wellbeina** treated, and the the importance of importance of permission seeking and **Mental Wellbeing** handwashing giving in relationships with friends, peers and adults that there is a normal range of emotions (e.g. **Being Safe** happiness, sadness, what sorts of boundaries anger, fear, surprise, nervousness) and scale of emotions that all humans appropriate in friendships experience in relation to with peers and others different experiences and (including in a digital situations context) how to recognise and about the concept of talk about their emotions, privacy and the implications of it including having a varied

for both children and

adults; including that it is

vocabulary of words to use when talking about



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	heir own and others'		not always right to keep
	eelings		secrets if they relate to
			being safe
lis	solation and loneliness		331.932.1
	can affect children and		that each person's body
l l	hat it is very important for		belongs to them, and the
I I	children to discuss their		differences between
I I	eelings with an		appropriate and
l l	adult and seek support		inappropriate or unsafe
			physical, and other,
l th	hat bullying (including		contact
	cyberbullying) has a		how to respond safely
	negative and often		and
lc	asting impact on mental		appropriately to adults
	vellbeing		they may encounter (in all
			contexts, including online)
	where and how to seek		whom they do not know
su	upport (including		
re	ecognising the triggers		how to ask for advice or
fc	or seeking support),		help
ir	ncluding whom in		for themselves or others,
Sci	chool they should speak		and to keep trying until
to	o if they are worried		they are heard
a	about their own or		
I I	omeone else's mental		where to get advice e.g.
	vellbeing or ability to		family,
	control their emotions		school and/or other
	including issues arising		sources
0	online)		
			Physical Health and
			Mental Wellbeing
			Mental Health
			that there is a normal
			range of



		emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	
		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	
		simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	
		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)	





Year 2	RSE	RSE	RSE	Physical Health and Mental Wellbeing	RSE	RSE
	Respect Relationships	Caring Relationships	Respect Relationships	Mental Health	Families and the people who care for me	Respect Relationships
	the importance of respecting others, even when they	how important friendships are in making us feel happy and secure, and	the importance of respecting others, even when they	that mental wellbeing is a normal part of daily life,	that families are important	the importance of self-respect and how this links to their
	are very different from them (for example,	how people choose and make friends	are very different from them (for example,	in the same way as physical health	children growing up because they can give	own happiness
	physically, in character, personality or backgrounds), or	the characteristics of friendships, including	physically, in character, personality or backgrounds), or make	that there is a normal range of	love, security and stability the characteristics of	the importance of permission seeking and giving in relationships with
	make different choices or have different	mutual respect, truthfulness,	different choices or have different preferences or	emotions (e.g. happiness, sadness, anger, fear,	healthy family life, commitment to	friends, peers and adults
	preferences or beliefs practical steps they can	trustworthiness, loyalty, kindness, generosity, trust, sharing interests and	beliefs practical steps they can	surprise, nervousness) and scale of emotions that all humans	each other, including in times of difficulty, protection and care for	Being Safe  what sorts of boundaries
	take in a range of different	experiences and support with problems and	take in a range of different	experience in relation to different experiences	children and other family members, the importance	are appropriate in friendships
	to improve or support respectful relationships	difficulties that healthy friendships	contexts to improve or support respectful relationships	and situations how to recognise and	of spending time together and sharing each other's lives	with peers and others (including in a digital context)
	the conventions of courtesy and manners	are positive and welcoming towards others, and do not make	the conventions of courtesy and manners	talk about their emotions, including having a varied vocabulary of words to	that others' families, either in school or in the wider	Being Safe
	the importance of self-respect	others feel lonely or excluded	the importance of self-respect and how this	use when talking about their own and others' feelings	world, sometimes look different from their family, but that	what sorts of boundaries are appropriate in friendships
	and how this links to their own happiness	that most friendships have ups and downs, and that these can often be	links to their own happiness	the benefits of physical exercise, time outdoors,	they should respect those differences and know that other children's families	with peers and others (including in a digital context)
	that in school and in	worked through so that the friendship is repaired	that in school and in wider	community participation, voluntary and	are also characterised by love and care	about the concept of
	wider	or even strengthened,	society they can expect to be treated with	service-based activity on		privacy





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

the importance of permission seeking and giving in relationships with friends, peers and adults

#### Being Safe

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

#### Mental Health

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

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

#### **Respect Relationships**

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

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

the importance of permission seeking and giving in relationships with friends, peers and adults

#### **Being Safe**

how to ask for advice or help for themselves or others, and to keep trying until they are heard

## Physical Health and Mental Wellbeing

#### Mental Health

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

how to recognise and talk about their emotions, including having a varied mental wellbeing and happiness

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

# Physical Health and Fitness

the characteristics and mental and physical benefits of an active lifestyle

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, viagrous exercise

the risks associated with an inactive lifestyle (including obesity)

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

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

#### **Caring Relationships**

how important friendships are in making us feel happy and secure, and how people choose and make friends

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

hat each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources





experience in relation to different experiences and situations

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

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

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

what a stereotype is, and how stereotypes can be unfair, negative or destructive

the importance of permissionseeking and giving in relationships with friends, peers and adults

#### Online Relationships

that people sometimes behave differently online, vocabulary of words to use when talking about their own and others' feelings

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate what constitutes a healthy diet (including understanding calories and other

including which adults to

speak to in school if they

are worried about their

health

the principles of planning and preparing a range of healthy meals

nutritional content)

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)

#### **Health and Prevention**

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

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

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

### <u>RSE</u>

#### **Respect Relationships**

## Physical Health and Mental Wellbeing

#### **Mental Health**

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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

# Changing adolescent body

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes





	including by pretending	about dental health and	the importance of
	to be someone they are	the	respecting
	not	benefits of good oral	others, even when they
	1101	hygiene and dental	are very different from
	that the same principles	flossing, including regular	them (for example,
	apply to online	check-ups at the dentist	physically, in character,
	l l	Crieck-ops at the defilist	
	relationships as to		personality
	face-to-face		or backgrounds), or make
	relationships, including		different choices or have
	the importance of		different preferences or
	respect for others online		beliefs
	including when we are		
	anonymous		practical steps they can
			take
	the rules and principles for		in a range of different
	keeping safe online, how		contexts
	to recognise risks, harmful		to improve or support
	content and contact,		respectful relationships
	and how to report them		
			that in school and in wider
	Being Safe		society they can expect
			to be treated with respect
I	what sorts of boundaries		by others, and that in turn
	are		they should show due
	appropriate in friendships		respect to others,
	with peers and others		including those in positions
	(including in a digital		of
	context)		authority
	how to ask for advice or		the importance of
	help		permissionseeking and
	for themselves or others,		giving in relationships with
	and to keep trying until		friends, peers and adults
	they are heard		
			Online Relationships
	how to report concerns or		
	abuse, and the		that people sometimes
	vocabulary and		behave differently online,





-		
	confidence needed to	including by pretending
	do so	to be someone they are
		not
	where to get advice e.g.	
	family, school and/or	the rules and principles for
	other sources	keeping safe online, how
		to recognise risks, harmful
	Physical Health and	content and contact,
	Mental Wellbeing	and how to report them
		·
	Mental Health	Being Safe
	that there is a normal	
	range of	what sorts of boundaries
	emotions (e.g. happiness,	are
	sadness, anger, fear,	appropriate in friendships
	surprise, nervousness) and	with peers and others
	scale of emotions that all	(including in a digital
	humans	context)
	experience in relation to	
	different experiences and	about the concept of
	situations	privacy
		and the implications of it
	how to recognise and	for both children and
	talk about their emotions,	adults; including that it is
	including having a varied	not always right to keep
	vocabulary of words to	secrets if they
	use when talking about	relate to being safe
	their own and others'	
	feelings	hat each person's body
		belongs to them, and the
	how to judge whether	differences between
	what they are feeling and	appropriate and
	how they are behaving is	inappropriate or unsafe
	appropriate and	physical, and other,
	proportionate	contact
	1	
	Internet Safety and Harms	how to respond safely
		and



how to consider the	appropriately to adults
effect of	they may encounter (in all
their online actions on	contexts, including online)
others and know how to	whom they do not know
recognise and display	whom mey do not know
respectful behaviour	how to recognise and
online and the	report
importance of keeping	feelings of being unsafe or
personal information	
	feeling bad about any
private	adult
that the internet can also	how to ask for advice or
be a	help
negative place where	for themselves or others,
online abuse, trolling,	and to keep trying until
bullying and harassment	they are heard
can take place, which	moy are neard
can have a negative	how to report concerns or
impact on mental health	abuse, and the
impact of memaricani	vocabulary and
where and how to report	confidence needed to do
concerns and get support	so
with issues online	30
WITT 1330 G3 OT IIII 1G	where to get advice e.g.
	family,
	school and/or other
	sources
	3001Ce3
	Physical Health and
	Mental Wellbeing
	Memai Wellbellig
	Mental Health
	that there is a normal
	range of
	emotions (e.g. happiness,
	sadness, anger, fear,
	surprise, nervousness) and
	33,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,



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					scale of emotions that all humans experience in relation to different experiences and situations	
					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	
					Internet Safety and Harms 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	





## Year 3

#### RSE

# Families and the people who care for me.

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

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

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

that stable, caring relationships, which may

#### RSE

### Caring friendships

how important friendships are in making us feel happy and secure, and how people choose and make friends

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

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

#### Respectful relationships

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

# Physical Health and Mental Wellbeing

#### Mental Wellbeing

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,

#### **RSE**

### Respectful relationships

the importance of self-respect and how this links to their own happiness

#### Online Relationships

that people sometimes behave differently online, including by pretending to be someone they are not

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

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

how to critically consider their online friendships and sources of information including

## RSE Families and the people

who care for me.

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

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

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are

## <u>RSE</u>

# Families and the people who care for me.

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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

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that stable, caring relationships, which may be of different types, are





be of different types, are at the heart of happy families, and are important for children's security as they grow up

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### Caring friendships

how important friendships are in making us feel happy and secure, and how people choose and make friends

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

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

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

about different types of bullying (including

nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

#### Internet Safety and Harms

awareness of the risks associated with people they have never met

#### **Being Safe**

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

#### **Being Safe**

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

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or important for children's security as they grow up

### Caring friendships

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

#### Respectful Relationships

what a stereotype is, and how stereotypes can be unfair, negative or destructive

how information and data is shared and used online

#### Being Safe

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

## Physical Health and Mental Wellbeing

#### Mental Wellbeing

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



feelings



that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

#### Respectful relationships

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

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

what a stereotype is, and how stereotypes can be unfair, negative or destructive

#### Online Relationships

that people sometimes behave differently online, including by pretending to be someone they are not

#### Online Relationships

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

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

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

#### **Mental Wellbeing**

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

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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

#### Respectful relationships

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

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

**Internet Safety and Harms** 





others, including those in positions of authority

the importance of permission seeking and giving in relationships with friends, peers and adults

#### Online Relationships

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

#### Being Safe

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

#### Mental Wellbeing

associated with people they have never met

#### Being Safe

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

#### **Mental Wellbeing**

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

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

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

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)

#### **Internet Safety and Harms**

that for most people the internet is an integral part of life and has many benefits including those in positions of authority

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

what a stereotype is, and how stereotypes can be unfair, negative or destructive

the importance of permission seeking and giving in relationships with friends, peers and adults

#### Online Relationships

that people sometimes behave differently online, including by pretending to be someone they are not

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





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

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

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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

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

# Physical Health and Fitness

the characteristics and mental and physical benefits of an active lifestyle

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

the risks associated with an inactive lifestyle (including obesity

how and when to seek support including which adults to speak to in school if they are worried about their health

#### **Healthy Eating**

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

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

how information and data is shared and used online

#### Being Safe

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

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

where to get advice e.g. family, school and/or other sources





ability to control their emotions (including issues arising online)

#### **Internet Safety and Harms**

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

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)

the principles of planning and preparing a range of healthy meals

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)

# Drugs, alcohol and tobacco

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

#### Health and Prevention

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

#### **Basic First Aid**

## Physical Health and Mental Wellbeing

#### **Mental Wellbeing**

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

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

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)

**Internet Safety and Harms** 



	efficier	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  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  why social media, some computer games and online gaming, for	
		why social media, some computer games and	





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





how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

#### 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

#### **Respectful Relationships**

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the importance of self-respect and how this links to their own happiness

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

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

## Physical Health and Mental Wellbeing

#### Mental Health

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

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

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

#### **Caring Friendships**

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, that families are important for children growing up because they can give love, security and stability

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up





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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

the importance of permission seeking and giving in relationships with friends, peers and adults

#### Being Safe

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

#### Online Relationships

that people sometimes behave differently online, including by pretending to be someone they are not

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

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

#### **Being Safe**

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

#### **Respectful Relationships**

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

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

the importance of permission seeking and giving in relationships with friends, peers and adults

#### Online Relationships

that people sometimes behave differently online,

trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

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

#### Respectful Relationships

the importance of respecting others, even

the conventions of courtesy and manners

#### Being Safe

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

## Physical Health and Mental Wellbeing

#### **Mental Health**

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations





## Physical Health and Mental Wellbeing

#### Mental Health

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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)

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

### Physical Health and Mental Wellbeing

#### Mental Health

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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

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

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

### **Being Safe**

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard 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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

the importance of permission seeking and giving in relationships with friends, peers and adults

### Being Safe

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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

# Changing Adolescent Body

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

about menstrual
wellbeing including the
key facts about the
menstrual cycle





their own and others' feelings

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

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)

**Internet Safety and Harm** 

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

#### Mental Health

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

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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

## Physical Health and Mental Wellbeing

#### Mental Health

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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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

isolation and loneliness can affect children and that it is very important for children to discuss their





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





#### Respect Relationships

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

the conventions of courtesy and manners

the importance of self-respect and how this links to their own happiness

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

## Physical Health and Mental Wellbeing

#### Mental Wellbeing

hat there is a normal range of emotions (e.g. happiness, sadness,

#### **Caring Friendships**

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

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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

## Physical Health and Mental Wellbeing

#### Mental Wellbeing

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the importance of self-respect and how this links to their own happiness

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

## Being Safe

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

#### Caring Friendships

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

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

#### **Respect Relationships**

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

the importance of self-respect and how this links to their own happiness

#### **Being Safe**

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

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

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Physical Health and Mental Wellbeina

Mental Wellbeing





anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

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

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

#### **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

the importance of self-respect and how this links to their own happiness

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

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

what a stereotype is, and how stereotypes can be

unfair, negative or destructive

experience in relation to different experiences and situations

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

## Physical Health and Fitness

the characteristics and mental and physical benefits of an active lifestyle

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

the risks associated with an inactive lifestyle (including obesity

how and when to seek support including which adults to speak to in appropriate and inappropriate or unsafe physical, and other, contact

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

#### **Mental Wellbeing**

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

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the importance of self-respect and how this links to their own happiness

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

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 what a stereotype is, and how stereotypes can be unfair, negative or destructive

the importance of permission seeking and giving in relationships with friends, peers and adults

Online Relationships

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

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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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness simple self-care techniques, including the





how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

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## Physical Health and Mental Wellbeina

#### **Mental Wellbeing**

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experiences and

situations

including having a varie vocabulary of words to use when talking about their own and others' feelings

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the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

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

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

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

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

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

how information and data is shared and used online

#### **Being Safe**

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

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

#### Physical Health and Fitness

the characteristics and mental and physical benefits of an active lifestyle

### Changing Adolescent Body

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

about menstrual
wellbeing including the
key facts about the
menstrual cycle





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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

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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# Physical Health and Fitness

the characteristics and mental and physical benefits of an active lifestyle

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

the risks associated with an inactive lifestyle (including obesity others (including in a digital context)

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

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

**Mental Wellbeing** 





_				i	1
		emotions (including issues	how and when to seek	that mental wellbeing is a	
		arising online)	support including which	normal part of daily life, in	
			adults to speak to in	the same way as physical	
			school if they are worried	health	
			about their health	Tiodiiii	
			about men ricanii	hat there is a normal	
			Healthy Eating	range of emotions (e.g.	
			neamy raing	happiness, sadness,	
			the characteristics of a	anger, fear, surprise,	
			poor diet and risks	nervousness) and scale of	
			associated with	emotions that all humans	
			unhealthy eating	experience in relation to	
			(including, for example,	different experiences and	
			obesity and tooth decay)	situations	
			and other behaviours	31104110113	
			(e.g. the impact of	how to recognise and talk	
				about their emotions,	
			alcohol on diet or health)		
			During Alashal and	including having a varied	
			Drugs, Alcohol and	vocabulary of words to	
			Tabacco	use when talking about	
			the affect to the south and and all	their own and others'	
			the facts about legal and	feelings	
			illegal harmful substances		
			and associated risks,	how to judge whether	
			including smoking,	what they are feeling and	
			alcohol use and	how they are behaving is	
			drug-taking	appropriate and	
				proportionate	
			Basic First Aid		
				the benefits of physical	
			how to make a clear and	exercise, time outdoors,	
			efficient call to	community participation,	
			emergency services if	voluntary and	
			necessary	service-based activity on	
				mental wellbeing and	
			concepts of basic	happiness	
			first-aid, for example		
			dealing with common		
	<u> </u>				



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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
					that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
					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)
					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  Internet Safety



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





		Health and Prevention  the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	
		with issues online  Physical Health and Fitness  the characteristics and mental and physical benefits of an active lifestyle	
		mental health  how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted  where and how to report concerns and get support	





how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

#### Caring Friendships

how important friendships are in making us feel happy and secure, and how people choose and make friends

#### Respect Relationships

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

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

#### Caring Friendships

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

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the importance of self-respect and how this links to their own happiness

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

## Online Relationships

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

#### **Caring Friendships**

how important friendships are in making us feel happy and secure, and how people choose and make friends

#### **Caring Friendships**

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

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

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

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

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

#### Caring Friendships

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support





#### Being Safe

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

## Physical Health and Mental Wellbeing

#### Mental Wellbeing

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

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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

### **Respect Relationships**

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

practical steps they can take in a range of different contexts to improve or support respectful relationships

the importance of self-respect and how this links to their own happiness

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

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

## Physical Health and Mental Wellbeing

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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

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how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

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

the importance of self-respect and how this links to their own happiness

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

the importance of permission seeking and giving in relationships with friends, peers and adults

## **Being Safe**

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

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**

practical steps they can take in a range of different contexts to improve or support respectful relationships

the importance of self-respect and how this links to their own happiness

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

what a stereotype is, and how stereotypes can be unfair, negative or destructive

the importance of permission seeking and giving in relationships with friends, peers and adults

#### Online Relationships

that people sometimes behave differently online, including by pretending with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

#### Respectful Relationships

practical steps they can take in a range of different contexts to improve or support respectful relationships

the importance of self-respect and how this links to their own happiness

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

the importance of permission seeking and giving in relationships with friends, peers and adults

Being Safe





bystanders (primarily reporting bullying to an adult) and how to get help

what a stereotype is, and how stereotypes can be unfair, negative or destructive

the importance of permission seeking and giving in relationships with friends, peers and adults

#### Being Safe

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

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 how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

#### Mental Wellbeing

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

hat there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale to be someone they are not

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

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

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

how information and data is shared and used online

#### Being Safe

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

how to ask for advice or help for themselves or others, and to keep trying until they are heard

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Physical Health and
Mental Wellbeing

#### **Mental Wellbeing**

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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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

that bullying (including cyberbullying) has a

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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

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

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

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

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard

how to report concerns or abuse, and the vocabulary and how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelinas

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

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

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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





negative and often lasting impact on mental wellbeing

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)

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

#### Internet Safety

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

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

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)

#### Internet Safety

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

where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

#### **Mental Wellbeing**

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

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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

how to judge whether what they are feeling and how they are behaving is emotions (including issues arising online)

# Changing Adolescent Body

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

about menstrual
wellbeing including the
key facts about the
menstrual cycle





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		I how to report and get support online	where and how to report concerns and get support with issues online  Healthy Eating  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)  Drugs, Alcohol and Tabacco  the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	appropriate and proportionate  the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness  simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	
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				• • • • • • • • • • • • • • • • • • •	
				seek support	
			drug-taking		
				wellbeing	
				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	l
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			their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
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			benefits  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.
			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
		why social media, some computer games and online gaming, for example, are age restricted
		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
		how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
		where and how to report concerns and get support with issues online  Physical Health and Fitness
		the characteristics and mental and physical



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



