



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
Year 1	<p>RSE</p> <p>Caring Friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>the conventions of courtesy and manners</p> <p>that in school and in wider society they can expect to be treated</p>	<p>RSE</p> <p>Caring Relationships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p>	<p>RSE</p> <p>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</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Being Safe how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Physical Health and Mental Wellbeing</p>	<p>RSE</p> <p>Respectful Relationships the importance of self-respect and how this links to their own happiness</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about</p>	<p>RSE</p> <p>Families and the people who care for me that families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p>	<p>RSE</p> <p>Families and the people who care for me that families are important for children growing up because they can give love, security and stability</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Respectful Relationships the conventions of courtesy and manners</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>



<p>with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss</p>	<p>resorting to violence is never right</p> <p>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</p> <p>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 references or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to</p>	<p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>their own and others' feelings</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Physical Health and Fitness the characteristics and mental and physical benefits of an active lifestyle</p> <p>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</p> <p>how and when to seek support</p>	<p>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</p> <p>Caring Relationships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired</p>	<p>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</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p>
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	<p>their feelings with an adult and seek support</p>	<p>others, including those in positions of authority</p> <p>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</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>		<p>including which adults to speak to in school if they are worried about their health</p> <p>what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>the principles of planning and preparing a range of healthy meals</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Health and Prevention</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>	<p>or even strengthened, and that resorting to violence is never right</p> <p>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</p> <p>Respect Relationships</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners that in school and in wider</p>	<p>experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Changing Adolescent Bodies</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>
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		<p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>		<p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p>	<p>society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>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</p>	
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		<p>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)</p>			<p>appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>where to get advice e.g. family, school and/or other sources</p> <p><u>Physical Health and Mental Wellbeing</u></p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	
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					<p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>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)</p>	
Year 2	<p>RSE</p> <p>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</p> <p>practical steps they can take in a range of different contexts</p>	<p>RSE</p> <p>Caring Relationships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p>RSE</p> <p>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</p> <p>practical steps they can take in a range of different contexts</p>	<p>Physical Health and Mental Wellbeing</p> <p>Mental Health that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	<p>RSE</p> <p>Families and the people who care for me that families are important for children growing up because they can give love, security and stability</p> <p>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</p>	<p>RSE</p> <p>Respect Relationships the importance of self-respect and how this links to their own happiness</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others</p>



<p>to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p>	<p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p> <p>Respect Relationships the importance of respecting others, even when they are very different from them (for example, physically, in character, personality</p>	<p>to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear,</p>	<p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Physical Health and Fitness the characteristics and mental and physical benefits of an active lifestyle</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school,</p>	<p>time together and sharing each other's lives</p> <p>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</p> <p>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</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Relationships</p>	<p>(including in a digital context)</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>
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<p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>or backgrounds), or make different choices or have different preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p>surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>a daily active mile or other forms of regular, vigorous exercise</p> <p>the risks associated with an inactive lifestyle (including obesity)</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>the principles of planning and preparing a range of healthy meals</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Health and Prevention the importance of sufficient</p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>how to recognise who to trust</p>	<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>Changing adolescent body key facts about puberty and the changing adolescent body,</p>
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		<p>the importance of permissionseeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>how to ask for advice or help</p>		<p>good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>	<p>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</p> <p>RSE</p> <p>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</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect</p>	<p>particularly from age 9 through to age 11, including physical and emotional changes</p>
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		<p>for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p><u>Physical Health and Mental Wellbeing</u></p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling</p>			<p>to others, including those in positions of authority</p> <p>the importance of permissionseeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them</p> <p>Being Safe</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p>	
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		<p>and how they are behaving is appropriate and proportionate</p> <p>Internet Safety and Harms</p> <p>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</p> <p>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</p> <p>where and how to report concerns and get support with issues online</p>			<p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p><u>Physical Health and Mental Wellbeing</u></p>	
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					<p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>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</p>	
Year 3	<p>RSE</p> <p>Families and the people who care for me. that families are important for children growing up because they can give love, security and stability</p>	<p>RSE</p> <p>Caring friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p>	<p>RSE</p> <p>Respectful relationships the importance of respecting others, even when they are very different from them (for example, physically, in character, personality</p>	<p>RSE</p> <p>Respectful relationships the importance of self-respect and how this links to their own happiness</p> <p>Online Relationships</p>	<p>RSE</p> <p>Families and the people who care for me. that families are important for children growing up because they can give love, security and stability</p>	<p>RSE</p> <p>Families and the people who care for me. that families are important for children growing up because they can give love, security and stability</p>



<p>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</p> <p>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</p> <p>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</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p>	<p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p> <p>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</p>	<p>or backgrounds), or make different choices or have different preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to</p>	<p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	<p>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</p> <p>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</p> <p>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</p> <p>Caring friendships how important friendships are in making us feel happy and secure, and</p>	<p>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</p> <p>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</p> <p>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</p> <p>Respectful Relationships what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
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<p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Respectful relationships the importance of respecting others, even when they are very</p>	<p>have different preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p> <p>what a stereotype is, and how stereotypes can be</p>	<p>use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Internet Safety and Harms</p>	<p>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</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p>	<p>how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>	<p>how information and data is shared and used online</p> <p>Being Safe that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>Internet Safety and Harms</p>
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<p>different from them (for example, physically, in character, personality or backgrounds), or make different choices or preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online</p>	<p>unfair, negative or destructive</p> <p>Online Relationships that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>how to ask for advice or help for themselves or</p>		<p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>simple self-care techniques, including the importance of rest, time</p>	<p>situations and how to seek help or advice from others, if needed</p> <p>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 preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an</p>	
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<p>including when we are anonymous</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are</p>		<p>spent with friends and family and the benefits of hobbies and interests</p> <p>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)</p> <p>Internet Safety and Harms that for most people the internet is an integral part of life and has many benefits</p> <p>where and how to report concerns and get support with issues online</p> <p>Physical Health and Fitness the characteristics and mental and physical benefits of an active lifestyle</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example,</p>	<p>adult) and how to get help</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>how to critically consider their online friendships</p>	
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		<p>behaving is appropriate and proportionate</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>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)</p> <p>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</p>		<p>walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>the risks associated with an inactive lifestyle (including obesity)</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Healthy Eating what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>the principles of planning and preparing a range of healthy meals</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Drugs, alcohol and tobacco</p>	<p>and sources of information including awareness of the risks associated with people they have never met</p> <p>how information and data is shared and used online</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale</p>	
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		<p>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</p>		<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>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</p> <p>Basic First Aid how to make a clear and efficient call to emergency services if necessary</p>	<p>of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>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)</p> <p>Internet Safety and Harms that for most people the internet is an integral part of life and has many benefits</p> <p>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive</p>	
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					<p>and negative content online on their own and others' mental and physical wellbeing</p> <p>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</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>where and how to report concerns and get support with issues online</p> <p>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</p> <p>how to be a discerning consumer of information online including understanding that information, including</p>	
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					<p>that from search engines, is ranked, selected and targeted</p> <p>Changing Me key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle</p>	
Year 4	<p><u>RSE</u></p> <p>Caring Friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and</p>	<p><u>RSE</u></p> <p>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</p> <p>Respectful Relationships the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</p>	<p><u>RSE</u></p> <p>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</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p>	<p><u>RSE</u></p> <p>Caring Friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and</p>	<p><u>RSE</u></p> <p>Families and the people who care for me the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are</p>	<p><u>RSE</u></p> <p>Families and the people who care for me that families are important for children growing up because they can give love, security and stability</p> <p>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</p>



<p>welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p>	<p>backgrounds), or make different choices or have different preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>Online Relationships that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of</p>	<p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p> <p>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</p>	<p>important for children's security as they grow up</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>that most friendships have ups and downs, and that these can often be worked through so</p>	<p>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</p> <p>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</p> <p>the conventions of courtesy and manners</p> <p>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</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe</p>
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<p>the importance of self-respect and how this links to their own happiness</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>respect for others online including when we are anonymous</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Health</p>		<p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Being Safe</p>	<p>that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>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</p> <p>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</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p>	<p>physical, and other, contact</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Changing Adolescent Body key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11,</p>
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		<p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>		<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Health that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,</p>	<p>the importance of self-respect and how this links to their own happiness</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p> <p>how to recognise and talk about their emotions, including having a varied</p>	<p>including physical and emotional changes</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle</p>
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		<p>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)</p> <p>Internet Safety and Harm 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</p>		<p>nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Physical Health and Fitness how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Drugs, Alcohol and Tobacco the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>Health and Prevention</p>	<p>vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>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)</p> <p>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</p>	
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				how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	available, especially if accessed early enough	
Year 5	<p>RSE</p> <p>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</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Physical Health and Mental Wellbeing</p>	<p>RSE</p> <p>Caring Friendships that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p>	<p>RSE</p> <p>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</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing hat there is a normal range of emotions (e.g.</p>	<p>RSE</p> <p>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</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	<p>RSE</p> <p>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</p> <p>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</p> <p>Respect Relationships the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</p>	<p>RSE</p> <p>Respectful Relationships the importance of self-respect and how this links to their own happiness</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Physical Health and Mental Wellbeing</p>



<p>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</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>Internet Safety and Harms</p>	<p>resorting to violence is never right</p> <p>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</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p>	<p>happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>Physical Health and Fitness the characteristics and mental and physical benefits of an active lifestyle</p> <p>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</p> <p>the risks associated with an inactive lifestyle (including obesity)</p>	<p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all</p>	<p>backgrounds), or make different choices or have different preferences or beliefs</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>the importance of permission seeking and</p>	<p>Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>
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		<p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>Being Safe how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p>	<p>how and when to seek support including which adults to speak to in school if they are worried about their health</p>	<p>humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school</p>	<p>giving in relationships with friends, peers and adults</p> <p>Online Relationships that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>how information and data is shared and used online</p>	<p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>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</p> <p>Physical Health and Fitness the characteristics and mental and physical benefits of an active lifestyle</p> <p>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</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle</p>
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		<p>experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>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</p>		<p>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)</p> <p>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</p> <p>Physical Health and Fitness the characteristics and mental and physical benefits of an active lifestyle</p> <p>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</p> <p>the risks associated with an inactive lifestyle (including obesity)</p>	<p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p>	
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		<p>or ability to control their emotions (including issues arising online)</p>		<p>how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>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)</p> <p>Drugs, Alcohol and Tobacco the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>Basic First Aid how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	
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					<p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>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)</p> <p>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</p> <p>Internet Safety that for most people the internet is an integral part</p>	
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					<p>of life and has many benefits</p> <p>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.</p> <p>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</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>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</p>	
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					<p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>where and how to report concerns and get support with issues online</p> <p>Physical Health and Fitness the characteristics and mental and physical benefits of an active lifestyle</p> <p>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</p>	
Year 6	<p>RSE</p> <p>Families and the people who care for me how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>RSE</p> <p>Families and the people who care for me 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</p>	<p>RSE</p> <p>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</p>	<p>RSE</p> <p>Families and the people who care for me how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>RSE</p> <p>Caring Friendships the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support</p>	<p>RSE</p> <p>Families and the people who care for me that families are important for children growing up because they can give love, security and stability</p>



<p>Caring Friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>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</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing</p>	<p>that other children's families are also characterised by love and care</p> <p>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</p> <p>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</p> <p>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</p>	<p>different preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing</p>	<p>Caring Friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>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</p> <p>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</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated</p>	<p>with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p> <p>Respectful Relationships practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>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</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Friendships how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>
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	<p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>different preferences or beliefs</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p>with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>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</p>	<p>the importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online</p>	<p>Respectful Relationships practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>how to ask for advice or help for themselves or</p>
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		<p>the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>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</p>		<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>including when we are anonymous</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>how information and data is shared and used online</p> <p>Being Safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p>	<p>others, and to keep trying until they are heard</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p> <p>Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are</p>
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		<p>experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>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</p>		<p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school</p>	<p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Physical Health and Mental Wellbeing</p>	<p>behaving is appropriate and proportionate</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>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)</p> <p>Changing Adolescent Body</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>
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		<p>or ability to control their emotions (including issues arising online)</p> <p>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</p> <p>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</p> <p>where and how to report concerns and get support with issues online</p>		<p>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)</p> <p>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.</p> <p>where and how to report concerns and get support with issues online</p> <p>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)</p> <p>Drugs, Alcohol and Tobacco the facts about legal and illegal harmful substances</p>	<p>Mental Wellbeing that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>about menstrual wellbeing including the key facts about the menstrual cycle</p>
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				<p>and associated risks, including smoking, alcohol use and drug-taking</p>	<p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>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)</p> <p>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</p>	
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					<p>available, especially if accessed early enough</p> <p>Internet Safety that for most people the internet is an integral part of life and has many benefits</p> <p>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.</p> <p>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</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>that the internet can also be a negative place where online abuse,</p>	
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					<p>trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>where and how to report concerns and get support with issues online</p> <p>Physical Health and Fitness the characteristics and mental and physical benefits of an active lifestyle</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>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</p>	
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					<p>about dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist</p> <p>the facts and science relating to allergies, immunisation and vaccination</p>	
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