Misterton Primary and Nursery School - Progression in PSHCE

Key Learning	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Connecting with others	**Skills** Beginning to use basic terms to describe family relationships. Identifying trusted adults outside their family. Playing cooperatively with others, including sharing, taking turns and using kind words. Recognising when they and a friend want different things. Using kind words and actions during play. Identifying their own likes and dislikes during play. Beginning to solve basic disagreements using words. Talking about themselves positively.	**Skills** **The role of family** • Talking about how families are special. • Identifying different ways family members help each other. • Recognising when someone in a family might need support. • Exploring why spending time with family is important to them. **Diversity in family structures** • Describing who is in their family, including the people they live with. • Discussing how families are all unique and giving some examples from their own wider family group. **Family support**	**Skills** **The role of family** • Describing different ways families can spend time together. • Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc). • Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc).* **Diversity in family structures** • Recognising different family members and family set-ups in their own and others' families.	**Skills** **The role of family** • Discussing how the time spent with family may change as they get older and how these relationships might evolve. • Reflecting on how they support their families, how their families support them and why this is important to their family. • Exploring different ways parents or carers might protect and show care for their children. • Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). **Diversity in family structures** • Analysing how different contexts can influence family roles and relationships. • Recognising and respecting different types of families.

	Identifying similarities and differences between themselves and others. Telling a trusted adult if someone keeps being unkind to them or someone else. Identifying trusted adults who can help them. To know that all families are different. To know that adults at school can help if they feel worried about something at home. To know that friends should consider the feelings and needs of one another. To know that friends may want different things during play. To know that everyone has feelings and should be treated with kindness.	• Identifying some appropriate and inappropriate responses to common family disagreements. **Healthy friendships** • Discussing what makes a good friend (e.g. kind, sharing). • Discussing why friendships are important to them. • Identifying and reflecting on simple ways they can make friends with others. **Friendship challenges** • Beginning to express disagreement calmly (e.g. "I don't agree" or "Can I have a turn too?"). • Solving some minor disagreements with peers, using compromise, turn taking or asking for help from an adult. • Recognising and admitting when they or others have behaved in a way that was unkind.	**Family support** • Identifying some of the challenges that families might face.* **Healthy friendships** • Identifying characteristics they look for in a friend and why. • Considering practical ways they can be a good friend to others. • Beginning to recognise unhealthy or unhappy friendships. **Friendship challenges** • Using respectful language when disagreeing or solving problems with others. • Taking ownership for their actions and explaining how they have acted impulsively or unkindly. • Analysing situations and discussing appropriate and inappropriate responses. • Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise.	**Family support** • Recognising when a family relationship seems unsafe or unhealthy. **Healthy friendships** • Considering the importance of friendships and the different ways friendships can enhance our lives. • Suggesting ways people can make new friends throughout their lives. • Recognising that friendships will change and evolve over time. • Describing some signs of unhealthy or unhappy friendships. **Friendship challenges** • Resolving conflict using calm, assertive communication (e.g. "I feel... when you…" statements). • Self-identifying when they need to adjust their behaviour. • Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. • Reflecting on conflicts or impulsive behaviour, recognising areas for

	To know that they can tell someone if they do not like something. To know that it is okay to feel cross or upset but it is not okay to hurt others. To know that everyone is special. To know that people are all different. To know that repeated unkind behaviour is not okay and that adults can help. To know that trusted adults can help them with worries, friendship problems or feeling unsafe. **Personal, social and emotional development** see themselves as a valuable individual	**Respecting each other** • Using simple, polite phrases in everyday situations. • Showing respectful behaviour towards others by listening, sharing and taking turns. • Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall). **Understanding boundaries** • Asking permission before touching or using someone else's belongings. • Expressing their own boundaries using simple language (e.g. "I don't like that").*	**Respecting each other** • Using manners when: Getting someone's attention. Eating meals together. Moving around the school or the classroom. Speaking to new people. • Considering how words, tone and body language can show respect or disrespect, and recognising how this influences the way others perceive them. • Identifying respectful and disrespectful behaviours in a range of scenarios. • Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). • Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). **Understanding boundaries** • Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").	improvement and working to avoid similar situations in the future. **Respecting each other** • Using courtesy and manners in a variety of situations, such as: Being late. Forgetting something. Admitting a mistake. Challenging something respectfully. In a new or unfamiliar environment. • Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). • Practising adapting communication to show respect in formal and informal situations, with both peers and adults. • Recognising situations where their personal preferences may conflict with others' needs and to respond appropriately (e.g. not playing music aloud on transport, being aware of body space). **Understanding boundaries** • Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements).

	build constructive and respectful relationships express their feelings and consider the feelings of others show resilience and perseverance in the face of challenge identify and moderate their own feelings socially and emotionally think about the perspectives of others manage their own needs and personal hygiene know and talk about the different factors that support their overall health and wellbeing including: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	• Respecting when others say no or need space. **Respectful conflict** • Expressing basic feelings (e.g. "I feel sad") and needs politely (e.g. "Please stop"). • Using polite words to ask for help or solve small problems. • Beginning to use calming strategies with adult support. **Self-respect and self-esteem** • Talking about things they are good at and enjoy. • Recognise and naming their own feelings and achievements. • Beginning to set simple personal goals, e.g. "I want to learn to tie my shoelaces". • Practising positive self-talk with adult support, e.g. "I can do it if I keep trying". **Valuing diversity** • Identifying and discussing people's similarities and	• Listening and responding respectfully when someone makes a request or expresses a boundary. • Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). **Respectful conflict** • Practising saying no or expressing disagreement respectfully. • Communicating simple boundaries clearly (e.g. "I don't want to play that game"). • Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). **Self- respect and self- esteem** • Identifying their own characteristics, strengths, skills and interests. • Reflecting on personal achievements and progress. • Setting and working towards personal goals with more independence. • Beginning to challenge negative self-talk and compare themselves less to others.	• Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. **Respectful conflict** • Recognising when to stand up for themselves and when to compromise. • Discussing real-life examples of balancing their own needs with others. • Practising discussing disagreements without blaming others or over-reacting. **Self- respect and self- esteem** • Recognising and celebrating their own identity and what makes them unique. • Reflecting on personal values and how these should influence their behaviour and choices. • Setting personal goals and planning how to work towards them.* • Practising self-care strategies that support emotional wellbeing. **Valuing diversity** • Noticing where stereotypes might appear such as in

		differences (e.g. family, culture, traditions, physically, personality and beliefs). • Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging. **Bullying** • Recognising bullying behaviour in simple scenarios, including online. • Talking about how someone might feel when someone else is repeatedly unkind to them.* **Relationship support (repeated in Staying safe)** • Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong".* • Naming some trusted adults at home and school.*	**Valuing diversity** • Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes). • Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel. **Bullying** • Identifying examples of different types of bullying in various contexts, including online. • Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted. • Rehearsing what to do or say when they see bullying happening. **Relationship support* (repeated in Staying safe)** • Practising how they would ask for help and say 'no' in certain situations.* • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other	books, games, adverts or everyday language. • Considering how people are shown respect or disrespect in real-life situations, such as in the news or sport. • Practising ways to safely speak out against unfairness or exclusion, using respectful language. **Bullying** • Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. • Demonstrating safe and effective ways to respond to bullying, both in person and online. **Relationship support* (repeated in Staying safe)** • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* • Explaining how they would report a concern confidently and clearly, in person or using

		Knowledge **The role of family** • To know how some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill). • To know that spending time with family is important because it helps people build strong relationships and feel loved and supported. • To know that all families have arguments sometimes. **Diversity in family structures** • To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents). • To know that family members might live together or apart but still care for each other. • To know basic terms related to family relationships, such as mum, dad, brother, sister,	adults who can help in a public space (e.g. police officers, shop staff, security guards).* **Knowledge** **The role of family** • To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). • To know that every family faces challenges.* • To know that families should make them feel loved, safe and supported.* **Diversity in family structures** • To know that different families might show love in different ways and spend time together in different ways. • To know that even though families may look very different, they usually have love and care for each other at the core of them. • To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness.	school systems (e.g. talking to a trusted adult, using a worry box).* **Knowledge** **The role of family** • To know that 'commitment' means promising to be with someone through good and bad times. • To know that marriage and civil partnerships are a legal commitment between two people based on love and care. • To know that parents/carers are there to guide children and protect them and this might mean them setting boundaries or rules. • To know that families should support and protect the physical and mental health of all members and provide love and security to children.* **Diversity in family structures** • To know that family functions (e.g. support and caregiving) may be shared differently in different families. • To know that the central function of any family is to provide stability and safety to

		grandparents, aunt, uncle, cousin, step-parent, or carer. **Family support** • To know home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school. **Healthy friendships** • To know that friends are people who like to spend time together and who are kind and helpful to one another. • To know that having friends can help you feel happy and stop you feeling lonely. • To know that loneliness means feeling alone, not just being alone. • To know that friends will not always agree on everything.	**Family support** • To know that every family faces challenges at some point and that there is always help available to children if they need it.* • To know that families should make them feel loved, safe and supported.* • To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems. **Healthy friendships** • To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. • To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. • To know that most friendships have ups and downs. • To know that many people experience feelings of loneliness at times. • To know that they should trust people who are kind, honest and	its members, especially children. **Family support** • To know they can speak to someone at school or Childline if a family relationship is making them feel unsafe. • To know that families should support and protect the physical safety and mental health of all members.* **Healthy friendships** • To know that close friendships are important for people's happiness and mental health. • To know that signs of unhealthy friendships might be: One-sidedness. Frequent criticism. Controlling behaviours. Constant conflict. Unreliable or untrustworthy actions. • To know that how people deal with fallouts and disagreements can affect how strong their friendships become. • To know that people who pressure, lie, or break promises may not be trustworthy.

		Friendship challenges • To know that it is okay to feel upset but it is not okay to act in unkind ways or to hurt others. • To know that sometimes they may need to pause and think before reacting. • To know that saying sorry can help make things better when something goes wrong. **Respecting each other** • To know that being polite is a way of treating others with kindness. • To know that they share spaces with other people and need to be kind and consider the other people around them. • To know that everyone has different likes, dislikes and feelings. • To understand that something they enjoy might not be enjoyable for someone else.	respect their boundaries, as this shows they are a good friend. **Friendship challenges** • To know that apologising and discussing feelings can help solve problems and maintain good relationships. • To know that respectful disagreement is a normal part of healthy relationships. • To know that compromise and fairness are vital to any friendship. **Respecting each other** • To know that respect means treating others as you would like to be treated: with kindness and fairness. • To know that everyone has the right to be treated with respect. • To know that good manners are a way of showing respect to other people. • To know that different people may have different needs and preferences in the same space. **Understanding boundaries** • To know that respecting boundaries helps keep relationships safe and healthy.	• To know that it is ok to end a friendship if it is unhealthy or makes them unhappy. **Friendship challenges** • To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). • To know that it is important to regulate our responses to emotions so they do not control our feelings and actions.* • To know that if conflict exists, using violence or aggression is not acceptable and will make things worse. **Respecting each other** • To know that respect can also mean recognising someone's role or responsibility, e.g. showing respect to teachers, leaders or people in public service. • To know that people should try to balance their own needs and wants with the needs and rights of those around them to be respectful. • To know that people have a responsibility to each other to

		Understanding boundaries • To know that they can talk to a trusted adult if someone crosses a boundary.* • To know that everyone has the right to say no, even to people they know.* **Respectful conflict** • To know that everyone has feelings and kind words can help solve problems. • To know that they might feel cross, upset or disappointed when things do not go their way. • To know that they can say what they want, need or do not like in a kind way.	• To know that physical, emotional and digital boundaries are all important. • To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable. **Respectful conflict** • To know that being assertive means speaking up calmly and politely without being unkind. • To know that being kind does not mean always agreeing or giving in. • To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise. • To know that disappointment and frustration are normal feelings and will pass.	behave appropriately and fairly. **Understanding boundaries** • To know that healthy relationships involve mutual trust, respect and consent. • To know that it is okay to say no, to change a decision, or to change a boundary, even if permission was previously given. • To know that crossing someone's boundary, even as a joke, can harm trust and damage relationships. • To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. **Respectful conflict** • To know how to express needs and boundaries respectfully and confidently. • To know the difference between being assertive, passive, aggressive and controlling (coercive). • To know that they can be kind and respectful to others without ignoring their own needs.

		Self-respect and self-esteem • To know that everyone is unique and important.* • To know that everyone has different strengths or things they are good at.* • To know that they can feel proud of themselves for trying their best. **Valuing diversity** • To know that people in a community can be different from each other and this makes the community interesting and special. • To know that it is unfair to treat someone differently just because they are different from you. • To know that it is important to treat everyone with kindness and respect. • To know that differences between people are something to celebrate. •	**Self-respect and self-esteem** • To know that self-respect means valuing yourself and treating yourself with kindness. • To know that trying new things, learning from mistakes and achieving goals can build confidence. • To know that others may have different strengths and interests. **Valuing diversity** • To know that diversity means people have different backgrounds, cultures, religions and beliefs. • To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals. • To know that people should be treated as an individual and with respect. **Bullying** • To know there are different types of bullying including physical, verbal and online (cyberbullying).	**Self- respect and self- esteem** • To know that behaving in a way that aligns with our values contributes to self-respect.* • To know that self-respect supports good mental health and happiness and aids personal growth • To know that identity includes values, beliefs, likes, dislikes and cultural background. • To know that developing interests and achieving goals helps build self-esteem. **Valuing diversity** • To know that discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability. • To know that stereotypes can be harmful because they limit what people believe they can do or become. **Bullying** • To know that a bystander is someone who sees or knows that bullying is happening but does not take part or take action.

		Bullying • To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose'). • To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People'). **Relationship support* (repeated in Staying safe)** • To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. • To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.	• To know that there may be times when they see or become aware of bullying happening to others, either in person or online. • To know that bullying may target someone's appearance, beliefs or abilities. • To know who they should tell about bullying, whether it is happening to them or others. **Relationship support* (repeated in Staying safe)** • To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. • To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.	• To know that an upstander is someone who witnesses bullying and chooses to take safe and appropriate action. • To know that bullying can seriously affect the mental health of those involved and can have a long-term impact. • To know how to get help from trusted adults, school procedures or external support services (e.g. Childline **Relationship support* (repeated in Staying safe)** • To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.

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The online world	**Development matters** **Personal, social and emotional development** see themselves as a valuable individual build constructive and respectful relationships express their feelings and consider the feelings of others show resilience and perseverance in the face of challenge identify and moderate their own feelings socially and emotionally	**Skills** **Being online** • Recognising some occasions when they are online in their everyday life. **Online relationships** • Identifying activities that can be done online with others and those that are done in person. • Recognising that polite behaviour in person is the same as polite behaviour online. **Risks and harms** • Recognising that screen time can distract people from doing something important.	**Skills** **Being online** • Identifying what the internet can be used for. **Online relationships** • Identifying the benefits and challenges of online and in-person communication. • Communicating respectfully and appropriately in an online environment. • Recognising that disrespectful online communication can have a negative impact on others. **Risks and harms** • Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. • Identifying some types of online bullying behaviour.	**Skills** **Being online** • Recognising that online experiences can have both positive and negative effects. **Online relationships** • Identifying the benefits of in-person relationships on their wellbeing. • Recognising the effect of online interactions on personal wellbeing. **Risks and harms** • Recognising that changes in mood or self-esteem may be linked to time spent online. • Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. • Recognising a wide range of bullying and harassment behaviours online and their impact.

	think about the perspectives of others manage their own needs and personal hygiene know and talk about the different factors that support their overall health and wellbeing including: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	**Responsible and safe use** • Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). • Checking with a trusted adult before they use new apps or websites. • Beginning to identify when someone has shared too much information about themselves online. **Reporting online** • Recognising when something online makes them feel scared, worried, uncomfortable or unsafe. • **Knowledge** **Being online** • To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online.	**Responsible and safe use** • Choosing whether to accept a friend request in an online game. • Recognising that some online features are not suitable for all ages. • Questioning whether online information, including from search engines, is accurate. • Comparing information from several online sources to help decide which is most reliable. **Reporting online** • Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult. **Knowledge** **Being online** • To recognise that many everyday activities involve being online, even when it is not obvious.	**Responsible and safe use** • Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested. • Recognising that some apps and websites have age restrictions because of their content or features. • Evaluating information they see online, including the difference between fact and opinion. **Reporting online** • Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language). **Knowledge** **Being online** • To know that specific online activities are designed for

		Online relationships • To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. **Risks and harms** • To know that too much screen time can interfere with other healthy habits. • To know that people choose what they share online and that not everything shared online is real or true. • To know that some online is not intended or suitable for children. **Responsible and safe use** • To know that information shared online might be seen by a lot of people. • To know it is unsafe to share some information online. • To know that people can search online for information or answers to questions. • To know that no-one should share photos or videos of	**Online relationships** • To know that the same respectful behaviours apply online as in person. • To know that online communication can make misunderstandings more likely. **Risks and harms** • To know they should only communicate online with others they know, not with people they do not know. • To know that bullying can happen online. • To know that some information online may be inaccurate or misleading. **Responsible and safe use** • To know that once something is shared online, even privately, they no longer have control over who sees it. • To know that even when they are speaking to friends online, they should not share private information. • To know that some apps and websites have age restrictions	different purposes (e.g communication, entertainment or learning). **Online relationships** • To know that in-person interactions can offer advantages that online interactions may not have. **Risks and harms** • To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. • To know that online content is often edited and carefully chosen. • To know that personal data includes information about a person, including their online behaviour and interests. • To know that apps, websites and games can collect personal data, including location information. **Responsible and safe use** • To know that there are steps they can take if they

		someone else online without permission. **Reporting online** • To know who trusted adults are and how to report concerns about online content or behaviour.	which are there to keep children safe. **Reporting online** • To know how to take a screenshot or screen-grab to save online information as evidence.	recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). **Reporting online** • To know how to report concerns on different online platforms. • To know that reporting online concerns to a trusted adult is always important.

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Citizenship	Sharing their opinions in different sized groups. Setting and working towards a simple goal with adult support. Following simple classroom and school rules with adult support. Taking part in group routines by helping, sharing, tidying and caring for the classroom. Recognising some right and wrong choices in familiar situations. Practising basic listening skills. To know that they can get better at something by trying and practising. To know that rules help them make the right choices to keep everyone safe and happy.	**Skills** **Developing confidence and responsibility and making the most of their abilities** • Giving reasons for their opinions. • Describing some different jobs. **Preparing to play an active role as citizens** • Explaining why babies and young children need help from adults to meet their needs. • Explaining why voting is a fair way to decide something that affects many people. • Identifying some groups they belong to. • Describing some of the ways they and others help the	**Skills** **Developing confidence and responsibility and making the most of their abilities** • Recognising a wider range of jobs available. • Identifying their personal strengths and skills and considering how these relate to jobs. • Explaining some common gender stereotypes, why they are unhelpful and how to challenge them. • Explaining the pros and cons of changing careers. **Preparing to play an active role as citizens** • Identifying things that can and cannot be recycled. • Explaining how reducing, reusing and recycling resources can help the environment. • Describing the local council's role in looking after the local area.	**Skills** **Developing confidence and responsibility and making the most of their abilities** • Describing the issues they care about. • Classifying spending decisions as needs or wants. • Explaining how to safeguard their money online and offline. • Explaining the risks of gambling. • Recognising common stereotypes related to different jobs. **Preparing to play an active role as citizens** • Explaining what happens when someone breaks the law. • Explaining why prejudice and discrimination are wrong and the effect they can have on people and the community. • Recognising that the rights and responsibilities

	To know that people need to listen and take turns when talking together. **Development matters** **Personal, social and emotional development** see themselves as a valuable individual build constructive and respectful relationships express their feelings and consider the feelings of others show resilience and perseverance in the face of challenge identify and moderate their own feelings socially and emotionally think about the perspectives of others	school and local environment. • Explaining why rules are important. • Sharing their opinion and trying to persuade others. **Knowledge** **Developing confidence and responsibility and making the most of their abilities** • To know it is important to listen carefully to others' ideas.	• Recognising the ways in which people's rights can support and protect them. **Knowledge** **Developing confidence and responsibility and making the most of their abilities** • To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping. • To know that stereotypes can restrict people's sense of what they can do or become. • To know that getting value for money involves considering the cost, usefulness and quality of items.	of different groups may not always align. • Explaining how some people have contributed to their community and beyond. • Role-playing a local council surgery. • Explaining how they can influence what happens in Parliament. **Knowledge** **Developing confidence and responsibility and making the most of their abilities** • To understand that borrowing money may require paying more than the original amount due to interest. • To understand that gambling involves risking money with a significant chance of losing it.

	manage their own needs and personal hygiene know and talk about the different factors that support their overall health and wellbeing including: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	**Preparing to play an active role as citizens** • To know that babies and young children need help to eat, sleep, get dressed and stay clean. • To know that different pets need looking after in different ways. • To know that voting allows everyone to have a say, even though some people may not get the outcome they want. • To know that different coins and notes are worth different amounts. • To know that everybody has a responsibility to care for the school and local environment. • To know that many people earn money by having a job but income can also come from other sources.	• To know that budgeting involves planning how to spend and save available money. **Preparing to play an active role as citizens** • To know that rights are basic freedoms that belong to every person in the world. • To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. • To know that reducing waste is better than reusing and reusing is better than recycling. • To know that different people (e.g. adults, police, politicians) work to protect people's rights. • To know that responsibilities are things people need to do to look after themselves, other people and places. • To know that the local council is responsible for deciding how money is best	**Preparing to play an active role as citizens** • To know that prejudice is making unfair assumptions about someone based on certain information. • To know that discrimination is treating someone differently or unfairly because of certain characteristics, such as age, gender or religion. • To know that there are laws to protect people's rights and ensure they are treated fairly and kept safe. • To know that there are consequences if laws are broken. • To know that setting up community groups is one way people can contribute to their community. • To know that pressure groups work together to try to persuade the Government or public to

			spent in the local community.	listen to their ideas and make changes. • To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community. • To know that elections allow people to vote for a Member of Parliament to represent them in Parliament. • To know that people pay taxes to fund Government and local spending.

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Staying safe	Recognising when something makes them feel uncomfortable, worried or unsure. Recognising adults who can help them. Practising walking safely near roads with an adult Listening to and following multi-step safety instructions. To know that if something feels wrong or unsafe, they should tell a trusted adult. To know that trusted adults can help them with worries, friendship issues or feeling unsafe.	**Skills** **Recognising unsafe personal situations** • Identifying when touch is safe (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). • Discussing what types of touch they do and do not like from friends and family members. **Relationship support (Repeated in Connecting with others)** • Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.* • Naming some trusted adults at home and school.*	**Skills** **Recognising unsafe personal situations** • Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). • Noticing when someone’s behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). • Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. **Relationship support (Repeated in Connecting with others)** • Practising how they would ask for help and say ‘no’ in certain situations.* • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public	**Skills** **Recognising unsafe personal situations** • Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. • Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. • Practising how to ask for, give or refuse permission or consent in a range of situations. **Relationship support (Repeated in Connecting with others)** • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* • Recognising scenarios in which they should seek help from a trusted adult and

	To know that they should not touch dogs they do not know. To know that some adults may ask them to stop, wait or move away from something to help keep them safe.	**Road and rail safety** • Identifying safe places to walk on the pavement. • Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads. **Water safety** • Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding there is a danger of drowning. **Hazards at home and away**	space (e.g. police officers, shop staff, security guards).* **Road and rail safety** • Explaining how to safely cross roads using a variety of crossing types. • Identifying various risks on roads and ways to make them safer. **Water safety** • Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). • Explaining some water safety signs and their meaning. **Hazards at home and away**	those which can be safely dealt with themselves.* • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).* **Road and rail safety** • Identifying safe places to cross a road and describing different strategies to cross safely. • Explaining how to safely cross a railway line, at identified crossing points. • Identifying various risks on railways and ways to make them safer. **Water safety** • Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. **Hazards at home and away**

		• Recognising when something may be dangerous in the home. • Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. • Following simple safety rules in different settings. **Calling the emergency services (Developed further in Health protection and First aid units)** • Identifying some emergency situations.*	• Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. • Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. **Calling the emergency services (Developed further in Health protection and First aid units)** • Identifying different ways of getting help in an emergency, including phoning 999. *	• Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. • Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). • Assessing whether a situation is hazardous and explaining why. • Considering how to respond to hazards in a range of situations, including those involving peers. **Calling the emergency services (Developed further in Health protection and First aid units)** • Identify situations where calling 999 is appropriate vs not.* • Recognising other ways of getting help when it is needed, but is not an emergency.* • Explaining why filming an incident is not usually the right course of action in an emergency.*

		Drugs, alcohol, tobacco and vaping • Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products). **Knowledge** **Recognising unsafe personal situations** • To understand that their body is special and it belongs to them.* • To know the correct names for private body parts, including the penis, testicles, vulva and vagina.* • To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission. • To know that a stranger is anybody that they do not know. • To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling	**Drugs, alcohol, tobacco and vaping** • Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol). **Knowledge** **Recognising unsafe personal situations** • To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. • To know the correct terms for private body parts, including the scrotum and nipples. • To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). • To know that feeling and being unsafe can happen even with someone they know. • To know that when an adult they do not know approaches them, they can respond politely but	**Drugs, alcohol, tobacco and vaping** • Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). • Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). • Explaining the risks and consequences of using harmful substances and practising how to say 'no'. **Knowledge** **Recognising unsafe personal situations** • To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. • To know that someone asking them to keep conversations or photos

		funny, feeling frozen or shaky, wanting to cry). **Relationship support (Repeated in Connecting with others)** • To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. • To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online. **Road and rail safety** • To know the 'Stop, Look and Listen' rule for crossing a road. • To know that a helmet should be worn when biking or scooting.	move away from the situation to make a trusted adult aware. • To know that they should not share personal information with people they do not know and trust, including online. **Relationship support (Repeated in Connecting with others)** • To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. • To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online. **Road and rail safety** • To know some common road-crossing types. • To know some common safety issues when walking, riding a	private, especially online, may be unsafe. • To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. • To know that not everyone online is who they say they are. • To know that the absence of permission or consent means that a situation is likely to be unsafe. **Relationship support (Repeated in Connecting with others)** • To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being

		• To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers). **Water safety** • To know that they should never go near or enter the water without an adult supervising. • To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help. **Hazards at home and away** • To know that some things in the home can be harmful.	bike or scooting. (e.g. cars coming out of driveways). **Water safety** • To know that swimming in open water is usually more dangerous than swimming in a swimming pool. • To know that if someone else is in trouble in the water they should throw in something that floats. **Hazards at home and away** • To know that thinking ahead and considering potential risks can help prevent accidents. • To know that fire can spread quickly and should never be played with.	hurt or treated badly, including online. **Road and rail safety** • To know some common safety issues when crossing the road or around railways. • To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. • To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. **Water safety** • To know what beach safety flags tell us about the conditions. • To know the water safety code (Stop and think, Stay together, call 999, float). **Hazards at home and away** • To know strategies for advocating for safe behaviour and resisting peer-

		Calling the emergency services (Developed further in Health protection and First aid units) • To know that 999 is the number to dial in an emergency.* • To know the emergency services are the police, fire and ambulance services.* **Drugs, alcohol, tobacco and vaping** • To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. • To know that they should never touch or taste something if they do not know what it is. • To know that household cleaning products can contain chemicals that are harmful to	• To know that appliances and household products should only be used for the purpose they are designed for. **Calling the emergency services (Developed further in Health protection and First aid units)** • To know that an operator will ask which emergency service is needed, what happened and where. * **Drugs, alcohol, tobacco and vaping** • To know that alcohol and smoking/ vaping are legal for adults but illegal for children. • To know that alcohol and smoking/vaping both have harmful effects on the body. • To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful.	pressure if others make unsafe choices. • To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). • To know that some environments carry higher risk and require greater caution. **Calling the emergency services (Developed further in Health protection and First aid units)** • To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.* • To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.* **Drugs, alcohol, tobacco and vaping**

		the body and should not be touched without an adult's permission. • To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).		• To know that drugs are substances that change how the body or mind works. • To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. • To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. • To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. • To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

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Growing up	Identifying tasks they can complete independently and other areas where adult assistance in still required. To know that as they grow older, they learn to do more things for themselves.	**Skills** **Changing bodies** • Identifying simple physical changes in themselves and other (e.g. growing taller, losing teeth) and discussing how they are growing and changing. • Describing things they can do nov which they could not do as a baby or toddler (e.g. feeding themselves, dressing themselves etc). • Expressing personal boundaries using simple language (e.g. "Don touch me there").* **Knowledge** **Changing bodies** • To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique.	**Skills** **Changing bodies** • Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. • Describing some emotional changes that happen during adolescence. • Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").* **Knowledge** **Changing bodies** • To know that unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect.	**Skills** **Changing bodies** • Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. • Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). • Describing the stages of the menstrual cycle. • Challenging behaviour that crosses personal boundaries, while staying respectful and safe.* **Knowledge** **Changing bodies** • To know that everyone's body changes during puberty in different ways and at different times and that making comments about

		• To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body. • To know that humans grow and change as they get older, from babies to children to teenagers to adults. • To know that growing up means becoming more independent in looking after ourselves. • To understand that their body is special and belongs to them.* • To know that some parts of the body are private and that they should always respect their own and others' privacy. • To know the correct names for private body parts* (e.g. penis, vulva, vagina, testicles, scrotum and nipples). • To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with. • To know that physical changes to the body are a normal part of growing up and becoming an adult.	• To know that their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. • To know that as their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). • To know that one of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). • To know that during a period a small amount of blood leaves the body from the vagina each month. • To know that periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. • To know that some people experience discomfort or pain during their period and that this is common. • To know the correct names for the external parts of the body that may change in adolescence	these changes can be unkind and harmful. • To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). • To know that the stage in which an individual changes from a child to an adult is called 'puberty' and this happens over a period of time as more hormones are released into the body. • To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle. • To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness. • To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. • To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them

		Curriculum content relating to Growing up **Developing bodies** • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina testicles, scrotum, nipples. Pupils should understand that all of thes parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start wil help them understand what to expect and avoid distress.	(e.g. breasts, armpits, Adam's apple, pubic hair). • To know that they should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up.	safely and how to keep the body clean and comfortable. • To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up. • To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). • To know that wet dreams and erections are natural physical changes that happen to most boys during puberty. • To know that a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep. • To know that an erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.

Sexual education		**Year 6** That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or

		excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

		How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely, the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

		Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe

		or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources. The benefits of physical activity, time out doors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support.

		That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who 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). That it is common to experience mental health problems, and early support can help. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. The risks associated with an inactive lifestyle, including obesity. How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content).

		Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent. Where and how to report concerns and get support with issues online.

		That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high-quality in-person relationships, looking at the pros and cons of different ways of using online connection. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

		About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

		Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand

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Health protection	Practising washing their hands at appropriate times. Asking an adult for help when they cannot meet a personal need by themselves. To know that washing hands helps keep them clean and healthy. To know that they can do some personal care tasks by themselves and ask for help when needed.	**Skills** **Preventing illness** • Practising how to wash their hands properly using soap and water. • Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing). **Dealing with common injuries** • Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump). **Sun safety** • Choosing appropriate clothing and preparation for different weather conditions (e.g. a hat, sunglasses and sunscreen when hot). **Support with physical health**	**Skills** **Preventing illness** • Explaining how germs and infection can spread from person to person. • Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness. • Beginning to explore how decisions about health (like vaccination) are based on evidence and advice from medical professionals. **Dealing with common injuries** • Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services. **Sun safety** • Applying sunscreen with supervision. • Describing ways they can protect themselves in the sun (e.g. slip, slop, slap). **Support with physical health**	

		• Telling an adult when they feel unwell, tired, or hurt. • Beginning to describe common signs of illness (e.g. “My tummy hurts”, “I feel dizzy”). **Calling the emergency services (Builds on the learning from the Staying safe units)** • Identifying some emergency situations.* **Knowledge** **Preventing illness**	• Describing physical health concerns clearly to an adult. • Deciding when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching). • Beginning to judge when a physical concern may need help from a health professional. **Calling the emergency services (Builds on the learning from the Staying safe units)** • Role-playing making a 999 call.* • Recognising what makes a call to 999 clear and efficient. • Recognising which emergency service is needed in different scenarios.* • Identifying different ways of getting help in an emergency, including phoning 999. * **Knowledge** **Preventing illness**	

		• To know that germs can live on hands and surfaces even when they cannot be seen. • To know that washing hands with soap and water helps remove germs that can make people ill. • To know that people should cover their mouths when they cough or sneeze and put tissues in the bin. • To know that people have check-ups with doctors, nurses and dentists to help them stay healthy. • To know that sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly. • To know that some people need to use medicine often, such as inhalers, to help keep them well. **Dealing with common injuries** • To know that head bumps should always be told to an adult. • To know that first aid is the immediate help given to someone who is hurt or unwell. • To know that ice packs can help bruises or bumps.	• To know that germs can spread through touch, coughs, sneezes and shared objects. • To know that handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading. • To know that vaccines help the body build protection (immunity) against certain diseases without getting the illness first. • To know that vaccines teach the body how to fight off germs. • To know that vaccines have helped reduce or stop the spread of some serious diseases. • To know that viruses and bacteria are both types of germs that can cause illness. **Dealing with common injuries** • To know that if someone cannot breathe it is a medical emergency. • To know that if someone is losing a lot of blood it is a medical emergency. • To know that if someone is unable to respond to you it may be a medical emergency. • To know that pressure can help stop bleeding.	

		• To know that it is important for broken skin to be cleaned to ensure germs cannot enter the body. • To know that their role is to get help from a trusted adult, not to try to fix the injury themselves. **Sun safety** • To know that wearing a hat and covering skin can help keep them safe in the sun. • To know that they should drink water when it is hot to stay well.	• To know that back slaps can help dislodge an object that is causing someone to choke. • To know that cold water can help with minor burns. • To know that someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help. **Sun safety** • To know that sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer. • To know that sunscreen should go on all uncovered skin on sunny days, even in the UK. • To know that sunscreen needs reapplying every two hours or after swimming. • To know that sunscreen comes in different sun protection factors (SPFs) and that a higher SPF offers more protection against the sun. • To know that they should aim to stay out of the sun in the hottest part of the day.	

		Support with physical health • To know that they should tell a trusted adult if something hurts or feels wrong in their body. • To know some common signs of illness, e.g. a tummy ache, feeling hot or cold, coughing or sneezing. • To know that medicines, when used properly, can help people feel better.	**Support with physical health** • To know that giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help. • To know that not all physical discomfort needs an adult straight away and that some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed themselves. • To know that some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss, tiredness. • To know that there are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing. • To know that getting help early can prevent a health issue from becoming worse. • To know that antibiotics can treat some illnesses caused by bacteria but do not work against viruses.	

		Calling the emergency services (Builds on the learning from the Staying safe units) • To know that 999 is the number to dial in an emergency.*	**Calling the emergency services (Builds on the learning from the Staying safe units)** • To know that an operator will ask which emergency service is needed, what happened and where.* • To know how to dial 999 on a locked mobile phone.*	

First aid		**Year 6** That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. How important friendships are in making us feel happy and secure, and how people choose and make friends.

		That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

		How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely, the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

		Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of

		being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice, e.g. family, school and/or other sources. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support.

		That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who 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). That it is common to experience mental health problems, and early support can help. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. The risks associated with an inactive lifestyle, including obesity. How and when to seek support including which adults to speak to in school if they are worried about their health.

		What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent.

		Where and how to report concerns and get support with issues online. That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high-quality in-person relationships, looking at the pros and cons of different ways of using online connection. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

		How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

		How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand

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