

Abbeyfield Primary Academy



*The Abbeyfield Way: respectful, ambitious, happy and safe.*

# PSHE (Personal, Social, Health Education) Policy Including Relationships and Health Education and our position on Sex Education (RSHE)

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### **1. Aims**

At Abbeyfield, our Abbeyfield Way values are the foundation of everything we do. We want all our children to be respectful of others, be ambitious for their lives now and in the future, be happy in school and in themselves, and feel safe. At Abbeyfield, every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.

Personal, social, health and economic education are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Pupil learning outcomes**

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
  - Be active citizens within the local community
  - Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **2. Statutory requirements**

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RHSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Abbeyfield Primary Academy, we teach RHSE as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with members of our school community. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited to attend a series of meetings about the policy
4. Pupil consultation – we used pupil voice to help us understand what pupils wanted from their PSHCE and RHSE education
5. Ratification – once amendments were made, the policy was shared with governors and trustees

## **4. PSHCE and RHSE Curriculum**

### **Sex education curriculum**

In primary schools, teaching sex education beyond the statutory requirements of the Science curriculum remains not compulsory following the changes to the law in 2020. At our school, we have never previously opted to teach sex education. Following reflective discussion with staff, trustees and families we have chosen to continue to **not** teach sex education.

### **PSHCE and RHSE curriculum**

Our PSHCE curriculum, incorporating our RHSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The three core themes of primary school PSHCE:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

We mainly teach PSHCE through high quality picture books, which have been carefully chosen to reflect the diversity of both our school community and wider British society. Our PSHCE links to P4C, as the same books are used as the stimulus for the P4C lessons.

### **Health and Well being**

This area of PSHCE teaches children:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to manage change, including puberty, transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Throughout learning at Abbeyfield Primary Academy, pupils will also learn the importance of personal hygiene; the physical differences between boys and girls; road safety, cycle safety and online safety; people who help us; how to talk about their feelings; and the benefits of physical activity.

### **Relationships**

This theme includes:

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Children will also learn to recognise how their own behaviour can affect other people; to work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how we should care for each other and what to do if they are being bullied.

### **Living in the Wider world**

Children will also learn:

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities

- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

The core themes are taught in different year groups and some will be covered more than once.

### **Inclusive teaching**

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Single gender groups
- › Give careful consideration to the level of differentiation needed

### **Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **5. Roles and responsibilities**

## **5.1 The governing board**

The governing board will approve the RHSE policy, and hold the headteacher to account for its implementation.

## **5.2 The headteacher**

The headteacher is responsible for ensuring that RHSE is taught consistently across the school.

## **5.3 Staff**

Staff are responsible for:

- › Delivering RHSE in a sensitive way
- › Modelling positive attitudes to RHSE
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching PSHCE or RHSE. Staff who have concerns about teaching any aspect of PSHCE or RHSE are encouraged to discuss this with Core SLT.

At Abbeyfield, class teachers are responsible for the delivery of PSHCE and RHSE lessons. Some PSHCE and RHSE lessons may be taught by teachers in Initial Teacher Training, but only under the close supervision of the class teacher. Potentially sensitive topics such as Puberty will only be taught by the class teacher who knows the class well.

## **5.4 Pupils**

Pupils are expected to engage fully in PSHCE and RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

## **6. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships or health education.

We do not teach sex education.

## **7. Training**

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

## **8. Monitoring arrangements**

The delivery of PSHCE and RHSE is monitored by Kate Abell and other members of Wider SLT through: planning scrutiny, book looks, pupil voice

Pupils' development in PSHCE and RHSE is monitored by class teachers as part of our internal assessment system

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H21. to recognise what makes them special</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L3. about things they can do to help look after their environment</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role</p>	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p>	<p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L15. that jobs help people to earn money</p>

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	<p>feels lonely and what to do</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p>		<p>of the internet in everyday life</p>	<p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>	<p>to pay for things</p> <p>H27. about preparing to move to a new class/year group</p>
Year 2	<p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H22. to recognise the ways in</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. <b>Reminder:</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>R25. how to talk about and</p>	<p>L3. about things they can do to help look after their environment</p> <p>L5. about the different roles and responsibilities people have in their communities</p> <p>L4. about the different groups they belong to</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>	<p>R23. to recognise the ways in which they are the same and different to others - particularly the differences between men and women</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across</p>	<p>L11. that people make different choices about how to save and spend money</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>H20. about change and loss (including</p>



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	<p>which we are all unique (including gender stereotypes)</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H26. about growing and changing from young to old and how people's needs change</p>	<p>dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>share their opinions on things that matter to them</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p>something that scares them</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27. about preparing to move to a new class/year group</p>
Year 3	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R16. how friendships can</p>	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H39. about hazards</p>	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>R25. recognise</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H10. how medicines, when used responsibly, contribute to health; that some</p>

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<p>change over time, about making new friends and the benefits of having different types of friends</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others at home and in school; strategies to improve or support courteous, respectful relationships</p>	<p>decay.</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online</p>	<p>(including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not;</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p>R26. about seeking and giving permission (consent) in different situations</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<p>diseases can be prevented by vaccinations and immunisations</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>H27. about preparing to move to a new class/year group</p>
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<p>Year 4</p>	<p><b>H16.</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply</p>	<p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>H11.</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online</p> <p>how to report concerns and get support</p>	<p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p><b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p>	<p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community;</p> <p>about valuing diversity within communities</p> <p><b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b>H46.</b> about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health;</p> <p>recognise that drug use can become a habit which can be difficult to break</p> <p><b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>	<p><b>L26.</b> that there is a broad range of different jobs/careers that people can have;</p> <p>that people often have more than one career/type of job during their life</p> <p><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>H44.</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>R7.</b> to recognise and respect that there are different types of family structure that families of all types can give family members love, security and stability</p> <p><b>R8.</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p><b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good' value for money'</p> <p><b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others   strategies to improve or support courteous, respectful</p>
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	<p>to online friendships as to face-to-face relationships</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>					<p><b>relationships</b></p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new classes</p>
Year 5	<p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings;</p> <p>how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety</p>	<p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>R19.</b> about the impact of bullying, including offline</p>	<p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to</p>	<p><b>H30.</b> to identify the internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty</p> <p><b>H12.</b> about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and reduce the risk of skin cancer</p> <p><b>H33.</b> how babies</p>	<p><b>L28.</b> about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p><b>L29.</b> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p><b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital</p>	<p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about</p>

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	<p>(including online)</p> <p><b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p>	<p>and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>report concerns, inappropriate content and contact</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>need to be cared for</p>	<p>devices when out and about</p> <p><b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries</p>	<p>themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p>
Year 6	<p><b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22.</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and</p>	<p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>H8.</b> about how sleep</p>	<p><b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16.</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><b>H42.</b> about the importance of keeping personal information private;</p>	<p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>H47.</b> to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	<p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31.</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the</p>	<p><b>L23.</b> about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p><b>L24.</b> to identify the ways that money can impact on people's feelings and Emotions</p>

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<p>that it is important to discuss feelings with a trusted adult</p> <p><b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R31.</b> that everyone, including them, should expect to be treated politely and with respect by others; strategies to improve or support courteous, respectful relationships</p>	<p>contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p><b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><b>H50.</b> about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>importance of keeping clean and how to maintain personal hygiene</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R3.</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p><b>R4.</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>	<p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
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## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H21. to recognise what makes them special</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R21. about what is kind and unkind behaviour, and how</p>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L3. about things they can do to help look after their environment</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p>	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to</p>	<p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>H27. about preparing to move to a new class/year group</p>

	time online or TV	this can affect others			<p>their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about</p> <p>their family makes them unhappy or worried</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>	
Year 2	<p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>	<p>L3. about things they can do to help look after their environment</p> <p>L5. about the different roles and responsibilities people have in their communities</p> <p>L4. about the different groups they belong to</p>	<p>R23. to recognise the ways in which they are the same and different to others - particularly the differences between men and women</p> <p>H28. about rules and age restrictions that keep us safe</p>	<p>L11. that people make different choices about how to save and spend money</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help</p>

	<p>they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H22. to recognise the ways in which we are all unique (including gender stereotypes)</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>H26. about growing and changing from young to old and how people's needs change</p>	<p>that support allergic reactions) can help people to stay healthy</p> <p>H7. <b>Reminder:</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>people to earn money to pay for things</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27. about preparing to move to a new class/year group</p>
Year 3	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>R10. about the importance of friendships; strategies for</p>	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>H13. about the benefits of the internet; the importance of balancing time online</p>	<p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>R21. about discrimination: what it means and how to</p>	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H10. how medicines,</p>

	<p>building positive friendships; how positive friendships support wellbeing</p> <p><b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others at home and in school; strategies to improve or support courteous, respectful relationships</p>	<p>health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p><b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online</p>	<p>with other activities; strategies for managing time online</p> <p><b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p><b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p><b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not;</p> <p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p>challenge it</p> <p><b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>R26.</b> about seeking and giving permission (consent) in different situations</p> <p><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<p>when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations</p> <p><b>L17.</b> about the different ways to pay for things and the choices people have about this</p> <p><b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>
Year 4	<p><b>H16.</b> about strategies and behaviours that support mental health — including how good quality sleep, physical</p>	<p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable</p>	<p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community;</p>	<p><b>L26.</b> that there is a broad range of different jobs/careers that</p>	<p><b>L18.</b> to recognise that people have different attitudes towards saving and</p>

<p>exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R17.</b> that friendships have ups and downs; strategies to</p>	<p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>H11.</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online</p> <p>how to report concerns and get support</p>	<p>choices from search results</p> <p><b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p><b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p>	<p>about valuing diversity within communities</p> <p><b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b>H46.</b> about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p><b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>	<p>people can have; that people often have more than one career/type of job during their life</p> <p><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>H44.</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>R7.</b> to recognise and respect that there are different types of family structure that families of all types can give family members love, security and stability</p> <p><b>R8.</b> to recognise other shared characteristics of healthy family life, including</p>	<p>spending money; what influences people's decisions; what makes something 'good value for money'</p> <p><b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others   strategies to improve or support courteous, respectful relationships</p> <p><b>H24.</b> problem-solving strategies for dealing with</p>
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	resolve disputes and reconcile differences positively and safely				commitment, care, spending time together; being there for each other in times of difficulty	emotions, challenges and change, including the transition to new classes
Year 5	<p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings;</p> <p>how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical</p>	<p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>L9.</b> about stereotypes; how</p>	<p><b>H30.</b> to identify the internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty</p> <p><b>H12.</b> about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p><b>H33.</b> how babies need to be cared for</p>	<p><b>L28.</b> about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p><b>L29.</b> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p><b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail,</p>	<p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated</p>



	<p>health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>		<p>water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p>	<p>politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>H36. strategies to manage transitions between classes and key stages</p>
Year 6	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support</p>	<p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal</p>	<p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the</p>	<p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>H32. about how hygiene routines change during the time</p>	<p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and Emotions</p> <p>R31. to recognise the importance of self-respect and how this can affect their</p>

<p><b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R31.</b> that everyone, including them, should expect to be treated politely and with respect by others; strategies to improve or support courteous, respectful relationships</p>	<p>good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R3.</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p><b>R4.</b> that forcing anyone to marry against their will is a crime; that help and support is available to people</p>	<p>thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
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