

|                                   | Autumn<br>Relationships   |  | Spring<br>Living in the wider world   |   | Summer<br>Health and Well Being  |  |
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| Year 1 and 2<br>Year 1<br>Cycle A | <p><b>Families and Friendships:</b><br/>Roles of different people in families and feeling cared for<br/><b>Safe relationships</b><br/>Recognising privacy, staying safe, seeking permission</p>                         | <p><b>Respecting ourselves and others:</b><br/>How behaviour affects others, being polite and respectful</p>   | <p><b>Belonging to a community:</b><br/>What rules are; caring for others' needs; looking after the environment<br/><b>Media literacy and digital resilience:</b><br/>Using the internet and digital devices; communicating online</p>                              | <p><b>Money and work:</b><br/>Strengths and interests, jobs in the community</p>  | <p><b>Growing and changing:</b><br/>Recognising what makes them unique and special, managing feelings when things go wrong<br/><b>Keeping safe:</b><br/>How rules and age restrictions help us to feel safe online</p>   | <p><b>Physical Health and Wellbeing</b><br/>Keeping healthy, food and exercise, hygiene routines, sun safety</p>   |
| Year 1 and 2<br>Year 2<br>Cycle B | <p><b>Families and friendships:</b><br/>Making friends, feeling lonely and getting help<br/><br/><b>Safe Relationships</b><br/>Managing secrets, resisting pressure and getting help, recognising hurtful behaviour</p> | <p><b>Respecting ourselves and others:</b><br/>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> | <p><b>Belonging to a community:</b><br/>Belonging to a group; roles and responsibilities; being the same and different in the community<br/><br/><b>Media literacy and digital resilience</b><br/>The internet in everyday life, online content and information</p> | <p><b>Money and work:</b><br/>What money is; needs and wants; looking after money</p>   | <p><b>Growing and changing:</b><br/>Growing older, naming body parts, moving into a different year<br/><b>Keeping safe:</b><br/>Safety in different environments; risk and safety at home; emergencies</p>   | <p><b>Physical health and Mental wellbeing</b><br/>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> |
| Year 3,4,5<br>Year 3<br>Cycle A   | <p><b>Families and friendships :</b><br/>What makes a family; features of family life<br/><b>Safe relationships</b><br/>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>           | <p><b>Respecting ourselves and others :</b><br/>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>      | <p><b>Belonging to a community:</b><br/>The value of rules and laws; rights, freedoms and responsibilities<br/><br/><b>Media literacy and digital resilience :</b><br/>How the internet is used; assessing information online</p>                                   | <p><b>Money and work:</b><br/>Different jobs and skills; job stereotypes; setting personal goals<br/><br/><b>Growing and changing:</b><br/>Personal strengths and achievements; managing and reframing setbacks</p> | <p><b>Growing and changing:</b><br/>Personal strengths and achievements; managing and reframing setbacks<br/><br/><b>Physical health and Mental wellbeing:</b><br/>Health choices and habits; what affects feelings; expressing feelings</p>   | <p><b>Keeping safe</b><br/>Risks and hazards; safety in the local environment and unfamiliar places</p>  |
| Year 3,4,5<br>Year 4<br>Cycle B   | <p><b>Families and friendships :</b><br/>Positive friendships, including online<br/><br/><b>Safe relationships :</b><br/>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>        | <p><b>Respecting ourselves and others :</b><br/>Respecting differences and similarities; discussing difference sensitively</p>                       | <p><b>Belonging to a community:</b><br/>What makes a community; shared responsibilities<br/><br/><b>Media literacy and digital resilience:</b><br/>How data is shared and used</p>  | <p><b>Money and work:</b><br/>Making decisions about money; using and keeping money safe</p>  | <p><b>Growing and changing : (Year 3-4 RSE)</b><br/>-Physical and emotional changes in puberty<br/>-External genitalia<br/>-Personal hygiene routines<br/>-Support with puberty<br/><br/><b>Physical health and Mental wellbeing:</b><br/>Maintaining a balanced lifestyle; oral hygiene and dental care</p> | <p><b>Keeping safe</b><br/>Medicines and household products; drugs common to everyday life</p>   |

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| <p>Year 3,4,5<br/>Year 5<br/>Cycle C</p> | <p><b>Families and friendships :</b><br/>Managing friendships and peer influence</p> <p><b>Safe relationships</b><br/>Physical contact and feeling safe</p>   | <p><b>Respecting ourselves and others :</b><br/>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> | <p><b>Belonging to a community:</b><br/>Protecting the environment; compassion towards others</p> <p><b>Media literacy and digital resilience:</b><br/>How information online is targeted; different media types, their role and impact</p> | <p><b>Money and work:</b><br/>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> | <p><b>RSE:<br/>(Year 5-6 RSE)</b></p> <p><b>Growing and changing :</b><br/>-Physical and emotional changes in puberty<br/>-External genitalia<br/>-Personal hygiene routines</p> <p><b>Growing and changing :</b><br/>Personal identity; recognising individuality and different qualities; mental wellbeing</p>               | <p><b>Physical health and Mental wellbeing:</b><br/>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b>Keeping safe :</b><br/>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> |
| <p>Year 6</p>                            | <p><b>Families and friendships :</b><br/>Attraction to others: romantic relationships; civil partnership and marriage</p> <p><b>Safe relationships</b><br/>Recognising and managing pressure; consent in different situations</p> | <p><b>Respecting ourselves and others:</b><br/>Expressing opinions and respecting other points of view, including discussing topical issues</p> | <p><b>Belonging to a community:</b><br/>Valuing diversity; challenging discrimination and stereotypes</p> <p><b>Media literacy and digital resilience:</b><br/>Evaluating media sources; sharing things online</p>                          | <p><b>Money and work:</b><br/>Influences and attitudes to money; money and financial risks</p>                                     | <p><b>RSE:<br/>(Year 6)</b></p> <p><b>Growing and changing:</b><br/>Human reproduction and birth; increasing independence; managing transition</p> <p><b>Physical health and Mental wellbeing:</b><br/>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> | <p><b>Keeping safe :</b><br/>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>  |

| Year Group | Theme   | POS Reference                     | Progression of Knowledge and Skills  |
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| Year 1     | Families and friendships<br>Roles of different people; families;<br>feeling cared for | PoS Refs: R1, R2, R3, R4, R5      | about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers <ul style="list-style-type: none"> <li>• the role these different people play in children’s lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>   |
| Year 2     | Families and friendships<br>Making friends; feeling lonely and getting help           | PoS Refs: R6, R7 R8, R9, R24      | how to be a good friend, e.g. kindness, listening, honesty <ul style="list-style-type: none"> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>   |
| Year 3     | Families and friendships<br>What makes a family; features of family life              | PoS Refs: R1, R6, R7, R8, R9      | to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents <ul style="list-style-type: none"> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul> |
| Year 4     | Families and friendships<br>Positive friendships, including online                    | PoS Refs: R10, R11, R12, R13, R18 | about the features of positive healthy friendships such as mutual respect, trust and sharing interests <ul style="list-style-type: none"> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> </ul>   |

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|        |  |  | <ul style="list-style-type: none"> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>   |
| Year 5 | Families and friendships<br>Managing friendships and peer influence                                      | PoS Refs: R14, R15, R16, R17, R18, R26 | <p>what makes a healthy friendship and how they make people feel included</p> <ul style="list-style-type: none"> <li>• strategies to help someone feel included <ul style="list-style-type: none"> <li>• about peer influence and how it can make people feel or behave</li> </ul> </li> <li>• the impact of the need for peer approval in different situations, including online <ul style="list-style-type: none"> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> </ul> </li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul> |
| Year 6 | Families and friendships<br>Attraction to others; romantic relationships; civil partnership and marriage | PoS Refs: R1, R2, R3, R4, R5, R7       | <p>what it means to be attracted to someone and different kinds of loving relationships</p> <ul style="list-style-type: none"> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>  |

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| Year 1 | Safe Relationships<br>Recognising privacy; staying safe; seeking permission                                | PoS Refs: R10, R13, R15, R16, R17      | about situations when someone's body or feelings might be hurt and whom to go to for help <ul style="list-style-type: none"> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>  |
| Year 2 | Safe relationships<br>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | PoS Refs: R11, R12, R14, R18, R19, R20 | how to recognise hurtful behaviour, including online <ul style="list-style-type: none"> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>   |
| Year 3 | Safe relationships<br>Personal boundaries; safely responding to others; the impact of hurtful behaviour    | PoS Refs: R19, R22, R24, R30           | What is appropriate to share with friends, classmates, family and wider social groups including online <ul style="list-style-type: none"> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul> |
| Year 4 | Safe relationships<br>Responding to hurtful behaviour; managing confidentiality; recognising risks online  | PoS Refs: R20, R23, R27, R28           | to differentiate between playful teasing, hurtful behaviour and bullying, including online <ul style="list-style-type: none"> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> </ul>  |

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|        |  |                                  | <ul style="list-style-type: none"> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>   |
| Year 5 | Safe relationships<br>Physical contact and feeling safe                                      | PoS Refs: R9, R25, R26, R27, R29 | <p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <ul style="list-style-type: none"> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>             |
| Year 6 | Safe relationships<br>Recognising and managing pressure;<br>consent in different situations  | PoS Refs: R26, R28, R29          | <p>to compare the features of a healthy and unhealthy friendship</p> <ul style="list-style-type: none"> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul> |
| Year 1 | Respecting ourselves and others<br>How behaviour affects others; being polite and respectful | PoS Refs: R21, R22               | <p>what kind and unkind behaviour mean in and out school</p> <ul style="list-style-type: none"> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>   |

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| Year 2 | Respecting ourselves and others<br>Recognising things in common and differences; playing and working cooperatively; sharing opinions | PoS Refs: R23, R24, R25      | about the things they have in common with their friends, classmates, and other people <ul style="list-style-type: none"> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>  |
| Year 3 | Respecting ourselves and others<br>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite       | PoS Refs: R19, R22, R24, R30 | What is appropriate to share with friends, classmates, family and wider social groups including online <ul style="list-style-type: none"> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>    |
| Year 4 | Respecting ourselves and others<br>Respecting differences and similarities; discussing difference sensitively                        | PoS Refs: R32, R33           | to recognise differences between people such as gender, race, faith <ul style="list-style-type: none"> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>  |
| Year 5 | Respecting ourselves and others<br>Responding respectfully to a wide range of people; recognising prejudice and discrimination       | PoS Refs: R20, R21, R31, R33 | to recognise that everyone should be treated equally <ul style="list-style-type: none"> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul> the impact of discrimination on individuals, groups and wider society <ul style="list-style-type: none"> <li>• ways to safely challenge discrimination</li> <li>• how to report discrimination online</li> </ul> |
| Year 6 | Respecting ourselves and others<br>Expressing opinions and respecting  | PoS Refs: R30, R34           | about the link between values and behaviour and how to be a positive role model   |

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|        | other points of view, including discussing topical issues   |                          | <ul style="list-style-type: none"> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>  |
| Year 1 | Belonging to a community<br>What rules are; caring for others' needs; looking after the environment                         | PoS Refs: L1, L2, L3     | <p>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <ul style="list-style-type: none"> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>   |
| Year 2 | Belonging to a community<br>Belonging to a group; roles and responsibilities; being the same and different in the community | PoS Refs: L2, L4, L5, L6 | <p>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <ul style="list-style-type: none"> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>  |
| Year 3 | Belonging to a community<br>The value of rules and laws; rights, freedoms and responsibilities                              | PoS Refs: L1, L2, L3     | <p>the reasons for rules and laws in wider society</p> <ul style="list-style-type: none"> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul> |
| Year 4 | Belonging to a community<br>What makes a community; shared responsibilities   | PoS Refs: L4, L6, L7     | <p>the meaning and benefits of living in a community</p> <ul style="list-style-type: none"> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>                                   |
| Year 5 | Belonging to a community  | PoS Refs: L4, L5, L19    | <p>about how resources are allocated and the effect this has on individuals, communities and the environment</p>  |



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|        | Protecting the environment;<br>compassion towards others   |                            | <ul style="list-style-type: none"> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul>   |
| Year 6 | Belonging to a community<br>Valuing diversity; challenging discrimination and stereotypes                | PoS Refs: L8, L9, L10, R21 | <p>what prejudice means</p> <ul style="list-style-type: none"> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>   |
| Year 1 | Media literacy and Digital resilience<br>Using the internet and digital devices;<br>communicating online | PoS Refs: L7, L8           | <p>how and why people use the internet</p> <ul style="list-style-type: none"> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>  |
| Year 2 | Media literacy and Digital resilience<br>The internet in everyday life; online content and information   | PoS Refs: L8, L9           | <p>the ways in which people can access the internet e.g. phones, tablets, computers</p> <ul style="list-style-type: none"> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>  |
| Year 3 | Media literacy and Digital resilience<br>How the internet is used; assessing information online          | PoS Refs: L11, L12         | <p>how the internet can be used positively for leisure, for school and for work</p> <ul style="list-style-type: none"> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul> |

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| Year 4 | Media literacy and Digital resilience<br>How data is shared and used  | PoS Refs: L13, L14                | <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>  |
| Year 5 | Media literacy and Digital resilience<br>How information online is targeted; different media types, their role and impact | PoS Refs: L12, L14                | <p>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <ul style="list-style-type: none"> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>   |
| Year 6 | Media literacy and Digital resilience<br>Evaluating media sources; sharing things online                                  | PoS Refs: H37, L11, L13, L15, L16 | <p>about the benefits of safe internet use e.g. learning, connecting and communicating</p> <ul style="list-style-type: none"> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul> |
| Year 1 | Money and Work<br>Strengths and interests; jobs in the community  | PoS Refs: L14, L16, L17           | <p>that everyone has different strengths, in and out of school</p> <ul style="list-style-type: none"> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>  |

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| Year 2 | Money and Work<br>What money is; needs and wants;<br>looking after money   | PoS Refs: L10, L11, L12, L13, L15 | <p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <ul style="list-style-type: none"> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>   |
| Year 3 | Money and Work<br>Different jobs and skills; job stereotypes; setting personal goals                               | PoS Refs: L25, L26, L27, L30      | <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common misconceptions and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul> |
| Year 4 | Money and Work<br>Making decisions about money; using and keeping money safe                                       | PoS Refs: L17, L19 L20, L21       | <p>how people make different spending decisions based on their budget, values and needs</p> <ul style="list-style-type: none"> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>  |
| Year 5 | Money and Work<br>Identifying job interests and aspirations; what influences career choices; workplace stereotypes | PoS Refs: L27, L28, L29, L31, L32 | <p>to identify jobs that they might like to do in the future</p> <ul style="list-style-type: none"> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> </ul>  |

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|        |   |   | <ul style="list-style-type: none"> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>   |
| Year 6 | Money and Work<br>Influences and attitudes to money;<br>money and financial risks                               | PoS Refs: L18, L22, L23, L24                          | <p>about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</p> <ul style="list-style-type: none"> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person’s emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling <ul style="list-style-type: none"> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul> </li> </ul> |
| Year 1 | Growing and changing<br>Recognising what makes them unique and special; feelings; managing when things go wrong | PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24 | <p>to recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <ul style="list-style-type: none"> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>  |
| Year 2 | Growing and changing<br>Growing older; naming body parts; moving class or year                                  | PoS Refs: H20, H25, H26, H27                          | <p>about the human life cycle and how people grow from young to old</p> <ul style="list-style-type: none"> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) <ul style="list-style-type: none"> <li>• about change as people grow up, including new opportunities and responsibilities</li> </ul> </li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>   |
| Year 3 | Growing and changing<br>Personal strengths and achievements; managing and reframing setbacks                    | PoS Refs: H27, H28, H29                               | <p>that everyone is an individual and has unique and valuable contributions to make</p> <ul style="list-style-type: none"> <li>• to recognise how strengths and interests form part of a person’s identity</li> </ul>  |

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|        |  |                              | <ul style="list-style-type: none"> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues <ul style="list-style-type: none"> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> </li> </ul>   |
| Year 4 | Growing and changing<br>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | PoS Refs: H30, H31, H32, H34 | <p>how to identify external genitalia and reproductive organs</p> <ul style="list-style-type: none"> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>  |
| Year 5 | Growing and changing<br>Personal identity; recognising individuality and different qualities; mental wellbeing                         | PoS Refs: H16, H25, H26, H27 | <p>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <ul style="list-style-type: none"> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>  |
| Year 6 | Growing and changing<br>Human reproduction and birth; increasing independence; managing transitions                                    | PoS Refs: H24, H33, H35, H36 | <p>to recognise some of the changes as they grow up e.g. increasing independence</p> <ul style="list-style-type: none"> <li>• about what being more independent might be like, including how it may feel <ul style="list-style-type: none"> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> </ul> </li> </ul> <p>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <ul style="list-style-type: none"> <li>• identify the links between love, committed relationships and conception</li> </ul> |

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|        |  |  | <ul style="list-style-type: none"> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>  |
| Year 1 | Keeping safe How rules and age restrictions help us; keeping safe online                 | PoS Refs: H28, H34                               | <p>how rules can help to keep us safe</p> <ul style="list-style-type: none"> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>   |
| Year 2 | Keeping safe<br>Safety in different environments; risk and safety at home; emergencies   | PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27 | <p>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <ul style="list-style-type: none"> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' <ul style="list-style-type: none"> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> </ul> </li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products <ul style="list-style-type: none"> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> </ul> </li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul> |
| Year 3 | Keeping safe<br>Risks and hazards; safety in the local environment and unfamiliar places | PoS Refs: H38, H39, H41                          | <p>how to identify typical hazards at home and in school</p> <ul style="list-style-type: none"> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>  |

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| Year 4 | Keeping safe<br>Medicines and household products;<br>drugs common to everyday life   | PoS Refs: H10, H38, H40, H46                   | <p>the importance of taking medicines correctly and using household products safely</p> <ul style="list-style-type: none"> <li>• to recognise what is meant by a ‘drug’</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>  |
| Year 5 | Keeping safe<br>Keeping safe in different situations,<br>including responding in emergencies,<br>first aid and FGM             | PoS Refs: H38, H43, H44, H45                   | <p>to identify when situations are becoming risky, unsafe or an emergency</p> <ul style="list-style-type: none"> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>  |
| Year 6 | Keeping safe<br>Keeping personal information safe;<br>regulations and choices; drug use and<br>the law; drug use and the media | PoS Refs: H37, H42, H46, H47, H48,<br>H49, H50 | <p>how to protect personal information online</p> <ul style="list-style-type: none"> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> </ul> |

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|        |   |   | <ul style="list-style-type: none"> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs <ul style="list-style-type: none"> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> </ul> </li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul> |
| Year 1 | Physical health and Mental wellbeing<br>Keeping healthy; food and exercise; hygiene routines; sun safety  | PoS Refs: H1, H2, H3, H5, H8, H9, H10         | <p>what it means to be healthy and why it is important</p> <ul style="list-style-type: none"> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play <ul style="list-style-type: none"> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> </ul> </li> <li>• how to keep safe in the sun</li> </ul>  |
| Year 2 | Physical health and Mental wellbeing<br>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20 | <p>about routines and habits for maintaining good physical and mental health</p> <ul style="list-style-type: none"> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> </ul>   |



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|        |  |   | <ul style="list-style-type: none"> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>  |
| Year 3 | Physical health and Mental wellbeing<br>Health choices and habits; what affects feelings; expressing feelings                  | PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 | <ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally <ul style="list-style-type: none"> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> </ul> </li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul> |
| Year 4 | Physical health and Mental wellbeing<br>Maintaining a balanced lifestyle; oral hygiene and dental care                         | PoS Refs: H2, H5, H11                           | <ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>  |
| Year 5 | Physical health and Mental wellbeing<br>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | PoS Refs: H8, H9, H10, H12                      | <ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> </ul>  |

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|        |   |  | <ul style="list-style-type: none"> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>   |
| Year 6 | Physical health and Mental wellbeing<br>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24 | <p>that mental health is just as important as physical health and that both need looking after</p> <ul style="list-style-type: none"> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings <ul style="list-style-type: none"> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> </ul> </li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school <ul style="list-style-type: none"> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> </ul> </li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed <ul style="list-style-type: none"> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> </ul> </li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change <ul style="list-style-type: none"> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> </ul> </li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night <ul style="list-style-type: none"> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul> </li> </ul> |