Princess May Primary School

PSHE Curriculum Knowledge and Skills Progression Map 2026–27

A Spiral Curriculum

Our PSHE curriculum has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum aims

At Princess May, we aim for all our pupils to develop our school values of respect, empathy and determination. RSE & PSHE education helps pupils maintain their mental and physical health and understand the various factors that influence their wellbeing. They learn how to build strong and supportive relationships, how to keep themselves safe in various situations and how to make thoughtful decisions about money, health and the online world. Pupils may receive mixed messages about these topics from friends, siblings, social media and the wider world. High-quality RSE & PSHE ensures every child receives clear, accurate and age-appropriate teaching so they can make safe and informed choices as they grow.

Knowledge developed within our curriculum

Substantive knowledge

Substantive knowledge refers to the core facts, concepts and statutory content that pupils are expected to know and understand.
In RSE & PSHE, this is organised through key areas and includes:

- How families and friendships function and what respectful relationships entail.
- The physical and emotional changes that occur during puberty.
- Strategies for maintaining good mental and physical health, including sleep, diet, exercise and managing emotions.
- Safety knowledge, including first aid, online safety and the risks associated with substances.
- The rights of children and the responsibilities of citizens.

Personal knowledge

Personal knowledge refers to pupils' growing awareness of themselves, their feelings, values and identities.
It develops as pupils learn to recognise and name emotions, understand and respect personal boundaries and reflect on how experiences and relationships shape who they are.

Disciplinary knowledge

This reflects how pupils learn to understand where guidance about health, wellbeing, relationships and safety comes from and how to judge its reliability. Pupils learn to question information, recognise evidence-based advice and distinguish fact from opinion. This is developed primarily through the **critical thinking** strand, which supports pupils to make informed and responsible decisions

EYFS Framework

ELG: Self-Regulation

Children at the expected level of development will:
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

ELG: Managing Self

Children at the expected level of development will:
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

National Curriculum Programme of Study

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. At Princess May, the National Curriculum underpins our curriculum.

Progression of skills and knowledge

My healthy self

	Skills	Knowledge
EYFS ***Self regulation: My feelings***	• I can say how I feel and am beginning to understand how others might feel.	• People can feel different emotions, such as happy, sad, worried, angry or calm. • Adults can help them in feeling calmer when they are upset, worried or angry. • It is okay to feel cross or upset but it is not okay to hurt others.
Year 1 ***How can we***	• Beginning to recognise and name a wider range of emotions and feelings in themselves (including the six basic emotions). • Beginning to recognise how others are feeling by examining facial expressions and body language cues.	• Basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body's natural response. • Feelings is the word used to describe emotions.

look after our emotions?	• Beginning to express why they are feeling a certain way, e.g. in response to a particular emotion or situation. • Beginning to describe how strong their feelings are using simple scales and language. • Talking about whether something made them feel 'a little bit' or 'very' upset, excited, angry, etc. • Beginning to notice when they or others might need help with their feelings from a trusted adult. • Identifying a trusted adult (e.g. teacher, TA, parents) to talk to if needed. • Talking about things that help them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc). • Noticing when they or others feel sad, worried, left out or lonely. • Talking about how someone might feel when someone else is repeatedly unkind to them.	• It is normal and okay to feel both positive and negative feelings in response to different situations. • Feelings can change and vary in intensity and may seem small, medium or big, depending on the situation. • Talking to a safe adult can help when they feel upset or worried. • Resting and doing things they enjoy can help them feel better. • Talking to someone can help when they feel sad or left out. • Repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer. • How to recognise and name the following emotions and associated feelings: happiness (excited, calm); sadness (lonely, upset); fear (worried, nervous); anger (cross, annoyed); disgust (uncomfortable); surprise (amazed, shocked).
Year 2 ***How can we look after our bodies?***	• Talking about how they feel when they have had enough sleep or not enough sleep. • Recognising when they are active and how it makes them feel. • Independently choosing active play or movement during the school day. • Recognising opportunities for them to be active outside of school. • Beginning to join in with movement breaks or suggest when they need one. • Explaining why it is important to brush their teeth regularly. • Demonstrating how to brush teeth using an electric and a manual toothbrush correctly. • Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks). • Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).	• That resting and doing things they enjoy can help them feel better. • That sleep helps their body and brain rest and grow. • A good bedtime routine (for example, bath, story and quiet time) helps them fall asleep more easily and sleep better. • That being active does not just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day. • That moving their bodies every day helps them feel good and stay healthy. • Running, jumping and playing helps their bodies grow strong. • That feeling tired can make it harder to run, play and have fun. • They should brush their teeth twice a day, in the morning and at night. • They need to brush every tooth and all surfaces. • That sugary food and drink can damage teeth and should be limited. • They need to visit the dentist for check-ups, even if their teeth do not hurt. • Some food and drink are best for everyday, and others are for only sometimes. • Eating fruit and vegetables helps them stay strong and not get ill. • That drinking water helps them feel awake and keeps their bodies working properly. • Healthy foods help them grow, run, play and learn. • Enjoying different foods and eating well is part of being healthy.
Year 3 ***How can I take care of my mind and body?***	• Using more nuanced language to discuss their own and others' emotions and feelings. • Recognising changes in their body that happen with different emotions (e.g. heart racing when scared). • Noticing and describing when others might be feeling strong feelings using body language, voice and actions. • Identifying who they would speak to for support about their feelings in different situations and when to do this. • Recognising habits that are conducive to a good night's sleep. • Describing how bullying could negatively affect someone's feelings and how they view themselves. • Reflecting on how people who are bullied might think and feel. • Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). • Recognising and explaining some of the benefits of being physically active. • Recognising when they or someone else might be struggling with feelings and knowing that this is a common experience. • Noticing when they might need extra help with their feelings (e.g. around change, loss or bereavement).	• Many different feeling words can be used to identify and describe their emotions. • How to recognise and name the following emotions and associated feelings: happiness (confident, hopeful); sadness (disappointed); fear (nervous); anger (frustrated, jealous, guilty); disgust (offended); surprise (curious). • Their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. • Feelings can feel stronger or weaker depending on the situation. • Emotions and feelings can affect thoughts, decisions and behaviour. • Recognising and talking about feelings and emotions early can help us stay in control of our behaviour. • Taking care of their own feelings is part of staying healthy. • Many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate. • Safe adults (including teachers and other school staff) are there to help with problems, whether big or small. • Seeking help early can make a significant difference for someone struggling with their feelings or mood.

	• Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful.	• Children of their age should get between 9–12 hours of sleep every night. • Poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. • When someone is bullied repeatedly, they may start to believe the negative things said about them. • Sleep, hobbies, exercise and time with others can all help them to look after their feelings. • Everyone feels lonely sometimes and talking about it helps. • Simple healthy choices they can make to incorporate physical activity into their normal day (e.g. walking or cycling to school, taking the stairs, carrying your own bag).
Year 4 ***How can I make healthy choices?***	• Describing various personal ways they look after their feelings and mood (for example, resting, playing, talking, spending time with others) and explaining why these can be helpful. • Reflecting on how helping others makes them and others feel. • Identifying different ways they are regularly active during the school day and outside of school. • Recognising when they have been inactive for too long and choosing to move or be active. • Describing how different activities make their body feel (for example, out of breath, sweaty, energised, tired). • Recognising and explaining some of the benefits of being physically active. • Planning a healthy lunchbox or snack. • Describing the role of different food groups and what makes for a healthy, balanced diet. • Recognising natural and processed foods and what makes them different. • Recognising when they or someone else might be struggling with feelings and knowing that this is a common experience. • Noticing when they might need extra help with their feelings (e.g. around change, loss or bereavement). • Identifying who they would speak to for support about their feelings in different situations and when to do this.	• Safe adults (including teachers and other school staff) are there to help with problems, whether big or small. • Sleep, hobbies, exercise and time with others can all help them to look after their feelings. • Some simple ways that they can help others each day. • Some simple healthy choices they can make to incorporate physical activity into their normal day (for example, walking or cycling to school, taking the stairs, carrying their own bag). • About opportunities in their community to be physically active. • Some activities make their heart beat faster, their body warmer, and their breathing heavier, and this means their body is working hard and getting stronger. • Physical activity strengthens their heart, lungs, muscles and bones. • Being active helps with coordination, balance and energy levels. • Sitting still for long periods (for example, lots of screen time with no breaks) is not good for their bodies and can cause low energy. • A balanced diet includes a variety of food groups. • Different food groups do different jobs in the body. • Too much sugar, salt or fat can cause health problems over time, and these are commonly found in processed foods. • They should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need. • They should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated. • Nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy. • Processed foods are foods that have been changed or added to, like turning potatoes into crisps or fruit into fruit-flavoured sweets. • Natural or less processed foods usually have more nutrients. • Poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily.
Year 5 ***How can I support my mind and body as I grow?***	• Communicating how they are feeling and why, in a clear and respectful way. • Reflecting on whether their feelings and behavioural responses were appropriate for a particular situation. • Recognising signs that someone might need mental health support • Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc). • Reflecting on how active they are each day and planning ways to move more during the week. • Recognising the difference between light, moderate and vigorous activity and giving examples of each. • Recognising and explaining the benefits of regular physical activity on both	• Poor nutrition can lead to tiredness, illness, low mood or long-term health problems. • Nutritional labels show calories, fat, sugar and salt, which help people make informed choices. • Others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need. • As people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing. • Physical activity helps mental wellbeing by boosting mood and reducing stress. • Children their age should get at least one hour of moderate to vigorous activity every day. • Being active improves physical health by strengthening the body, improving

	mental and physical health. • Evaluating food choices and what can influence these. • Reading basic traffic light food labels to compare sugar, salt or fat content. • Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. • Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt.	fitness and helping them stay at a healthy weight. • Moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling or playground games). • Vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more. • The difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. • How to describe the following emotions and associated feelings: happiness (content, optimistic); sadness (pessimistic, excluded, grief); fear (insecure, anxious, stressed, pressured, overwhelmed); anger (betrayed); disgust; and surprise (startled). • It is important to speak openly about emotions and their associated feelings. • Reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings. • Mental health affects how people feel, think, behave and cope with life. • The importance of making time to prioritise their own emotional health. • Spending time outdoors can help people feel calm, focused and more connected to the world around them. • It is important to regulate responses to emotions so they do not control feelings and actions. • Just like physical health, everyone has mental health and it can change over time. • Many people experience mental ill health, and support is available. • Some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc). • Different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support. • There are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to.
Year 6 ***How do my choices today shape my future health?***	• Communicating how they are feeling and why, in a clear and respectful way. • Describing their thoughts and responses to a situation and considering possible alternative ways to respond. • Reflecting on whether their feelings and behavioural response were appropriate for a particular situation. • Considering how their behavioural response to a situation might be different in different places. • Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work. • Reflecting on the benefits of positive emotional health and what this entails for them. • Evaluating food choices and what can influence these. • Reading basic traffic light food labels to compare sugar, salt or fat content. • Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness). • Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. • Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt. • Explaining different ways to keep teeth and gums healthy, including brushing,	• Flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach. • Most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay. • Visiting the dentist every six months helps spot problems early before they become serious or painful. • Some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath). • Eating well supports both physical and mental health, including energy levels, mood and concentration. • Poor nutrition can lead to tiredness, illness, low mood or long-term health problems. • Nutritional labels show calories, fat, sugar and salt, which help people make informed choices. • Calories are a measure of energy in food. • Others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need. • Sleep and rest support mental wellbeing by helping the brain recover, reducing

flossing, eating/drinking less sugar and having regular dental check-ups.
- Creating an evening routine that is conducive to a good night's sleep.
- Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels.
- Explaining how and why bullying, including cyberbullying, can negatively impact mental wellbeing in the short and long term.
- Considering how those who are bullied would think and feel and demonstrating empathy towards them.
- Recognising signs that someone might need mental health support
- Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc).
- Identifying ways they can actively help or support others at school or in the community.

stress and improving mood and focus.
- Lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing.
- Some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, excessive unhealthy food, extended inactivity or insufficient time with friends and family).
- Being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight.
- Physical activity helps mental wellbeing by boosting mood and reducing stress.
- Obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.
- Not being active can lead to long-term health problems, including obesity and poor mental wellbeing.
- Having sugary snacks or drinks between meals is more harmful than having them at mealtimes.
- Feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy.
- Sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods.
- The difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them.
- It is important to regulate responses to emotions so they do not control feelings and actions.
- Reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings.
- How to describe the following emotions and associated feelings: happiness (content, optimistic); sadness (pessimistic, excluded, grief); fear (insecure, anxious, stressed, pressured, overwhelmed); anger (betrayed); disgust; surprise (startled).
- Friendships support mental health by helping people feel accepted, understood and less alone.
- Helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose.
- People who are bullied may need support to feel better and rebuild their confidence.
- Evidence shows that bullying has a negative impact on mental health now and in the future.
- The importance of making time to prioritise their own emotional health.
- It is important to speak openly about emotions and their associated feelings.
- Mental health affects how people feel, think, behave and cope with life.
- Just like physical health, everyone has mental health and that it can change over time.
- Many people experience mental ill health, and support is available.
- Some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc).

Connecting with others

	Skills	Knowledge
EYFS Building relationships: Special relationships	• I play and take turns with other children. • I make friends and am able to be part of a wider group.	• All families are different. • Everyone is special. • People are all different.
Year 1 ***How can I help myself and others feel happy?***	• Talking about how families are special. • Identifying different ways family members help each other. • Recognising when someone in a family might need support. • Exploring why spending time with family is important to them. • Identifying some appropriate and inappropriate responses to family disagreements. • Beginning to express disagreement calmly (e.g. 'I don't agree' or 'Can I have a turn too?'). • Solving some minor disagreements with peers, using compromise, turn-taking or asking for help from an adult. • Recognising and admitting when they or others have behaved in an unkind way. • Expressing basic feelings (e.g. 'I feel sad') and needs politely (e.g. 'Please stop'). • Using polite words to ask for help or solve small problems. • Beginning to use calming strategies with adult support. • Discussing what makes a good friend (e.g. kind, sharing). • Discussing why friendships are important to them. • Using simple, polite phrases in everyday situations. • Showing respectful behaviour towards others by listening, sharing and taking turns. • Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall). • Talking about things they are good at and enjoy. • Recognising and naming their own feelings and achievements. • Beginning to set simple personal goals, e.g. 'I want to learn to tie my shoelaces'. • Practising positive self-talk with adult support, e.g. 'I can do it if I keep trying'. • Identifying and reflecting on simple ways they can make friends with others.	• How some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill). • Spending time with family is important because it helps people build strong relationships and feel loved and supported. • All families have arguments sometimes. • Home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school. • Within families, just like in all relationships, violence is not an acceptable way to deal with problems. • Respectful disagreement is part of healthy relationships. • It is okay to feel upset but it is not okay to act in unkind ways or to hurt others. • Sometimes they may need to pause before reacting. • Saying sorry can help make things better when something goes wrong. • Everyone has feelings and kind words can help solve problems. • We might feel cross, upset or disappointed when things do not go our way. • We can say what we need or do not like in a kind way. • Friends are people who like to spend time together and who are kind and helpful to one another. • Having friends can help you feel happy and stop you from feeling lonely. • Loneliness means feeling alone, not just being alone. • Friends will not always agree on everything. • Being polite is a way of treating others with kindness. • We share spaces with others and need to be kind and consider others around us. • Everyone has different likes, dislikes and feelings. • Something we enjoy might not be enjoyable for someone else. • Everyone is unique and important. • Everyone has different strengths or things they are good at. • They can feel proud of themselves for trying their best. • Home should feel like a 'safe space' and if it does not, they should speak to a safe adult at school.
Year 2 ***How can I build safe, kind and caring***	• Beginning to use calming strategies with adult support. • Describing who is in their family. • Discussing how families are all unique. • Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). • Recognising unkind behaviour and considering how it may affect someone's	• People in a community can be different from each other, which makes the community interesting and special. • The differences between people are something to celebrate. • It is unfair to treat someone differently just because they are different from you. • It is important to treat everyone with kindness and respect. • Families can include different members (e.g. siblings, single/multiple parents,

relationships with others?	feelings or sense of belonging. • Asking permission before touching or using someone else's things. • Expressing their own boundaries using simple language (e.g. 'I don't like that'). • Respecting when others say no or need space. • Using roleplay to ask for help with clear, simple words, such as 'I need help' or 'something is wrong'. • Naming trusted adults at home and school. • Recognising bullying behaviour in simple scenarios, including online. • Talking about how someone might feel when someone else is repeatedly unkind to them. • Beginning to express disagreement calmly (e.g. "I don't agree" or "Can I have a turn too?"). • Solving some minor disagreements with peers, using compromise, turn taking or asking for help from an adult. • Recognising and admitting when they or others have behaved in a way that was unkind.	adoptive parents, LAC, step-parents). • Everyone has the right to say no, even to people they know. • It is never their fault if someone does something that makes them feel uncomfortable or unsafe. • They should seek help if: • someone is unkind, hurts them or someone else; • they feel scared, worried or confused; • someone asks them to keep a secret that makes them uncomfortable. • They can talk to a trusted adult if someone crosses a boundary. • Bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('several times on purpose'). • They should tell an adult if they or someone they know is being bullied ('start telling other people'). • Basic terms related to family relationships, such as mum, dad, brother, sister, grandparents, aunt, uncle, cousin, step-parent, or carer. • Family members might live together or apart but still care for each other. • It is okay to feel upset but it is not okay to act in unkind ways or to hurt others. • Sometimes they may need to pause and think before reacting. • Saying sorry can help make things better when something goes wrong.
Year 3 ***What helps us feel safe and included?***	• Describing different ways families can spend time together. • Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc.). • Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement, etc). • Identifying characteristics they look for in a friend and why. • Considering practical ways they can be a good friend to others. • Using respectful language when disagreeing or solving problems with others. • Analysing situations and discussing appropriate and inappropriate responses. • Handling minor disagreements independently and fairly, using learnt techniques like negotiation and compromise. • Communicating personal boundaries clearly (e.g. 'I am not comfortable with that). • Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). • Practising saying no or expressing disagreement respectfully. • Communicating simple boundaries clearly (e.g. 'I don't want to play that game'). • Identifying their own characteristics, strengths, skills and interests. • Reflecting on personal achievements and progress. • Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel. • Identifying examples of different types of bullying in various contexts, including online. • Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted. • Recognising different family members and family set-ups in their own and others' families. • Listening and responding respectfully when someone makes a request or expresses a boundary. • Rehearsing what to do or say when they see bullying happening.	• Family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). • Every family faces challenges. • That families should make them feel loved, safe and supported. • That different families might show love and spend time together in different ways. • Even though families may look very different, they usually have love and care for each other at their core. • There are many different family types: families come in many forms and deserve to be treated with kindness. • Every family faces challenges at some point, and help is always available to children when they need it. • Apologising and discussing feelings can help solve problems and maintain good relationships. • Respect means treating others as you would like to be treated: with kindness and fairness. • Respecting boundaries helps keep relationships safe and healthy. • Self-respect means valuing yourself and treating yourself with kindness. • Trying new things, learning from mistakes and achieving goals can build confidence. • Others may have different strengths and interests. • There are different types of bullying, including physical, verbal and online (cyberbullying). • Bullying may target someone's appearance, beliefs or abilities. • There may be times when they see or become aware of bullying happening to others, either in person or online. • Who they should tell about bullying, whether it is happening to them or others. • Healthy friendships should help them feel included, valued and supported, especially during difficult times.

	• Practising how they would ask for help and say 'no' in certain situations.*	• Most friendships have ups and downs. • Respectful disagreement is a normal part of healthy relationships. • Compromise and fairness are vital to any friendship. • Everyone has the right to be treated with respect. • They should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend.
Year 4 ***How can we respect each other?***	• Beginning to recognise unhealthy or unhappy friendships. • Taking ownership of their actions and explaining how they have acted impulsively or unkindly. • Using manners when getting someone's attention, eating meals together, moving around the school or the classroom and speaking to new people. • Considering how words, tone and body language can show respect or disrespect, and recognising how this influences how others perceive them. • Identifying respectful and disrespectful behaviours in a range of scenarios. • Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). • Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). • Listening and responding respectfully when someone makes a request or expresses a boundary. • Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). • Setting and working towards personal goals with more independence. • Beginning to challenge negative self-talk and compare themselves less to others. • Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes). • Rehearsing what to do or say when they see bullying happening. • Practising how they would ask for help and say 'no' in certain situations. • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards). • Using respectful language when disagreeing or solving problems with others. • Analysing situations and discussing appropriate and inappropriate responses. • Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise. • Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel. • Identifying examples of different types of bullying in various contexts, including online.	• Within families, just like in all relationships, violence is not an acceptable way to deal with problems. • They do not have to be friends with everyone and others do not have to be friends with them, but everyone has the right to be treated with respect and kindness. • Healthy friendships should help them feel included, valued and supported, especially during difficult times. • Most friendships have ups and downs. • Many people experience feelings of loneliness at times. • They should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. • Apologising and discussing feelings can help solve problems and maintain good relationships. • Respectful disagreement is a normal part of healthy relationships. • Compromise and fairness are vital to any friendship. • Respect means treating others as you would like to be treated: with kindness and fairness. • Everyone has the right to be treated with respect. • Good manners are a way of showing respect to other people. • Different people may have different needs and preferences in the same space. • Respecting boundaries helps keep relationships safe and healthy. • Physical, emotional and digital boundaries are all important. • Some secrets are safe (e.g. a surprise party) but others may be unsafe if they make someone feel worried, scared or uncomfortable. • Being assertive means speaking up calmly and politely without being unkind. • Being kind does not mean always agreeing or giving in. • They cannot always have what they want and that others may want different things, so it is often important to find a compromise. • Disappointment and frustration are normal feelings and will pass. • Self-respect means valuing yourself and treating yourself with kindness. • A stereotype is an unfair assumption about a group of people, without considering them as individuals. • Diversity means people have different backgrounds, cultures, religions and beliefs. • People should be treated as individuals and with respect. • There may be times when they see or become aware of bullying happening to others, either in person or online. • They can speak to more than one trusted adult if the first person does not help or take action straightaway. • They should seek help if someone touches them or speaks to them in a way that feels wrong, including online; they feel pressured to do something unsafe or that they do not want to do, including online; and they see or hear something that worries them, even if it is not about them, including online.

Year 5 ***Why are healthy relationships important?***	• Discussing how the time spent with family may change as they get older and how these relationships might evolve. • Reflecting on how they support their families, how their families support them and why this is important to their families. • Exploring different ways parents or carers might protect and show care for their children. • Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). • Analysing how different contexts can influence family roles and relationships. • Recognising and respecting different types of families. • Recognising when a family relationship seems unsafe or unhealthy. • Considering the importance of friendships and the different ways friendships can enhance our lives. • Suggesting ways people can make new friends throughout their lives. • Recognising that friendships will change and evolve over time. • Describing some signs of unhealthy or unhappy friendships. • Resolving conflict using calm, assertive communication (e.g. 'I feel… when you…' statements). • Self-identifying when they need to adjust their behaviour. • Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. • Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. • Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. • Practising discussing disagreements without blaming others or over-reacting. • Recognising and celebrating their own identity and what makes them unique. • Practising ways to safely speak out against unfairness or exclusion, using respectful language. • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box). • Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). • Recognising when to stand up for themselves and when to compromise. • Discussing real-life examples of balancing their own needs with others.	• 'Commitment' means promising to be with someone through good and bad times. • That marriage and civil partnerships are legal commitments between two people based on love and care. • Parents/carers are there to guide children and protect them, and this might mean setting boundaries or rules. • Families should support and protect the physical and mental health of all members and provide love and security to children. • Family functions (e.g. support and caregiving) may be shared differently in different families. • The central function of any family is to provide stability and safety to its members, especially children. • They can speak to someone at school or Childline if a family relationship is making them feel unsafe. • That families should support and protect the physical safety and mental health of all members. • That close friendships are important for people's happiness and mental health. • The signs of unhealthy friendships might be one-sidedness, frequent criticism, controlling behaviours, constant conflict or unreliable or untrustworthy actions. • How people deal with fallouts and disagreements can affect how strong their friendships become. • People who pressure, lie, or break promises may not be trustworthy. • It is ok to end a friendship if it is unhealthy or makes them unhappy. • Some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). • It is important to regulate our responses to emotions so they do not control our feelings and actions. • If conflict exists, using violence or aggression is not acceptable and will make things worse. • People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. • That people have a responsibility to each other to behave appropriately and fairly. • That healthy relationships involve mutual trust, respect and consent. • They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. • How to express needs and boundaries respectfully and confidently. • The difference between being assertive, passive, aggressive and controlling (coercive). • They can be kind and respectful to others without ignoring their own needs. • Identity includes values, beliefs, likes, dislikes and cultural background. • How to get help from trusted adults, school procedures or external support services (e.g. Childline). • They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why, or are unsure who to trust, including online; or they are worried about someone else being hurt or treated badly, including online. • Close friendships are important for people's happiness and mental health. • Healthy relationships involve mutual trust, respect and consent.

Year 6 ***What does it mean to stand up for myself and others?***	• Analysing how different contexts can influence family roles and relationships. • Resolving conflict using calm, assertive communication (e.g. “I feel… when you…” statements). • Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. • Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment. • Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). • Practising adapting communication to show respect in formal and informal situations, with both peers and adults. • Recognising situations where their personal preferences may conflict with others’ needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space). • Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). • Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. • Recognising when to stand up for themselves and when to compromise. • Discussing real-life examples of balancing their own needs with those of others. • Practising discussing disagreements without blaming others or over-reacting. • Recognising and celebrating their own identity and what makes them unique. • Reflecting on personal values and how these should influence their behaviour and choices. • Setting personal goals and planning how to work towards them. • Practising self-care strategies that support emotional wellbeing. • Noticing where stereotypes might appear, such as in books, games, adverts or everyday language. • Considering how people are shown respect or disrespect in real-life situations, such as in the news or sports. • Practising ways to safely speak out against unfairness or exclusion, using respectful language. • Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. • Demonstrating safe and effective ways to respond to bullying, both in person and online. • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).	• They can speak to someone at school or Childline if a family relationship is making them feel unsafe. • How people deal with fallouts and disagreements can affect how strong their friendships become. • Some techniques can actually work to calm our body’s natural emotional response (e.g. slowing breathing, grounding techniques). • It is important to regulate our responses to emotions so they do not control our feelings and actions. • If conflict exists, using violence or aggression is not acceptable and will make things worse. • Respect can also mean recognising someone’s role or responsibility (e.g. showing respect to teachers, leaders or people in public service). • People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. • That people have a responsibility to each other to behave appropriately and fairly. • That healthy relationships involve mutual trust, respect and consent. • It is okay to say no, to change their mind or change a boundary, even if they previously gave permission. • Crossing someone’s boundary, even as a joke, can harm trust and damage relationships. • They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. • How to express needs and boundaries respectfully and confidently. • They can be kind and respectful to others without ignoring their own needs. • That behaving in ways that align with our values contributes to self-respect. • Self-respect supports good mental health and happiness and aids personal growth. • Identity includes values, beliefs, likes, dislikes and cultural background. • Developing interests and achieving goals helps build self-esteem. • Discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability. • That stereotypes can be harmful because they limit what people believe they can do or become. • A bystander is someone who sees or knows that bullying is happening but does not take part or take action. • An upstander is someone who witnesses bullying and chooses to take safe and appropriate action. • That bullying can seriously affect the mental health of those involved and can have a long-term impact. • They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why or are unsure who to trust, including online or they are worried about someone else being hurt or treated badly, including online.

	Skills	Knowledge
EYFS		
Year 1 ***How do we spend time online?***	• Recognising some occasions when they are online in their everyday life. • Identifying activities that can be done online with others and those that are done in person. • Recognising that polite behaviour in person is the same as polite behaviour online. • Recognising that screen time can distract people from doing something important. • Asking a trusted adult to check something unfamiliar that appears online (e.g. adverts or cookie pop-ups). • Checking with a trusted adult before they use new apps or websites.	• Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. • Polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. • Too much screen time can interfere with other healthy habits. • Some content on the internet is not intended or suitable for children. • People can search online for information or answers to questions. • Who trusted adults are and how to report concerns about online content or behaviour.
Year 2 ***How can we stay safe online?***	• Recognising some occasions when they are online in their everyday life. • Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). • Checking with a trusted adult before going online. • Beginning to identify when someone has shared private information online. • Recognising when something online makes the feel scared, worried, uncomfortable or unsafe.	• Using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. • People choose what they share online and that not everything shared online is real or true. • Some online is not intended or suitable for children. • Information shared online might be seen by a lot of people. • It is unsafe to share some information online. • No-one should share photos or videos of someone else online without permission. • Who trusted adults are and how to report concerns about online content or behaviour.
Year 3 ***How should we communicate online?***	• Identifying what the internet can be used for. • Identifying the benefits and challenges of online and in-person communication. • Communicating respectfully and appropriately in an online environment. • Recognising that disrespectful online communication can have a negative impact on others. • Identifying some types of online bullying behaviour. • Choosing whether to accept a friend request in an online game. • Recognising that some online features are not suitable for all ages. • Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.	• The same respectful behaviours apply online as in person. • Online communication can make misunderstandings more likely. • They should only communicate online with others they know, not with people they do not know. • Bullying can happen online. • Once something is shared online, even privately, they no longer have control over who sees it. • Even when they are speaking to friends online, they should not share private information. • Some apps and websites have age restrictions which are there to keep children safe. • How to take a screenshot or screen-grab to save online information as evidence.
Year 4 ***How can we decide what to trust online?***	• Identifying what the internet can be used for. • Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. • Recognising that some online features are not suitable for all ages. • Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult. • Questioning whether online information, including from search engines, is accurate. • Comparing several sources of information before choosing one.	• Many everyday activities involve being online, even when it is not obvious. • Some apps and websites have age restrictions to keep children safe. • Some information online may be inaccurate or misleading.

Year 5 ***How am I influenced by what I see online?***	• Recognising that online experiences can have both positive and negative effects. • Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. • Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested. • Evaluating information they see online, including the difference between fact and opinion. • Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).	• Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). • Influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. • Online content is often edited and carefully chosen. • Personal data includes information about a person, including their online behaviour and interests. • Apps, websites and games can collect personal data, including location information. • There are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). • How to report concerns on different online platforms. • Reporting online concerns to a trusted adult is always important.
Year 6 ***How do I feel about the things I see online?***	• Recognising that online experiences can have both positive and negative effects. • Recognising the effect of online interactions on personal wellbeing. • Recognising that changes in mood or self-esteem may be linked to time spent online. • Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. • Recognising a wide range of bullying and harassment behaviours online and their impact. • Recognising that some apps and websites have age restrictions because of their content or features. • Evaluating information they see online, including the difference between fact and opinion. • Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).	• Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). • Influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. • Online content is often edited and carefully chosen. • There are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). • How to report concerns on different online platforms. • Reporting online concerns to a trusted adult is always important.

Citizenship

	Skills	Knowledge
Year 1 ***How can I help others and the environment?***	• Giving reasons for their opinions. • Describing some different jobs. • Explaining why babies and young children need help from adults to meet their needs. • Explaining why voting is a fair way to decide something that affects many people. • Describing some of the ways they and others help the school and local environment. • Explaining why rules are important. • Sharing their opinion and trying to persuade others.	• To know it is important to listen carefully to others' ideas. • To know that babies and young children need help to eat, sleep, get dressed and stay clean. • To know that different pets need looking after in different ways. • To know that voting allows everyone to have a say, even though some people may not get the outcome they want. • To know that everybody has a responsibility to care for the school and local environment. •
Year 2 ***How do people belong to a community and earn money?***	• Describing some different jobs. • Identifying some groups they belong to.	• Different coins and notes are worth different amounts. • Many people earn money by having a job but income can also come from other sources.
Year 3 ***What rights and responsibilities do we have?***	• Identifying things that can and cannot be recycled. • Explaining how reducing, reusing and recycling resources can help the environment. • Describing the local council's role in looking after the local area. • Recognising the ways in which people's rights can support and protect them.	• Rights are basic freedoms that belong to every person in the world. • 'Reduce' means using less, 'Reuse' means using things again and 'Recycle' means turning old materials into new ones. • Reducing waste is better than reusing and reusing is better than recycling. • Different people (e.g. adults, police, politicians) work to protect people's rights. • Responsibilities are things people need to do to look after themselves, other people and places. • The local council is responsible for deciding how money is best spent in the local community.
Year 3 ***What careers do people choose and why?***	• Recognising a wider range of jobs available. • Identifying their personal strengths and skills and considering how these relate to jobs. • Recognising some common gender stereotypes, why they are unhelpful and how to challenge them. • Recognising that people can change careers.	• People sometimes assume something about someone because they are a boy or a girl and this is called gender stereotyping. • Stereotypes can restrict people's sense of what they can do or become.
Year 4 ***How can I spend money responsibly?***	• Examining the different ways people pay for things, including cash and bank cards • Developing an understanding of budgeting, value for money and responsible financial decision making	• Getting value for money involves considering the cost, usefulness and quality of items. • Budgeting involves planning how to spend and save available money.

Year 5 ***How can we make a difference in our communities and beyond?***	• Describing the issues and causes they care about. • Explaining how some people have contributed to their community and beyond. • Role-playing a local council surgery. • Explaining how they can influence what happens in Parliament.	• That setting up community groups is one way people can contribute to their community. • That pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. • Local councillors speak with residents to help decide how money should be spent in the best interests of the community. • Elections allow people to vote for a Member of Parliament to represent them in Parliament. • That people pay taxes to fund the Government and local spending.
Year 5 ***How can we be in control of our money?***	• Classifying spending decisions as needs or wants. • Explaining how to safeguard their money online and offline. • Explaining the risks of gambling.	• Borrowing money may require paying more than the original amount due to interest. • Gambling involves risking money with a significant chance of losing it. • There are laws to protect people's rights and ensure they are treated fairly and kept safe.
Year 6 ***How can we protect everyone's rights?***	• Exploring human rights, laws and how the legal system upholds fairness in society. • Considering consequences of breaking laws, examining prejudice and discrimination, and identifying ways to challenge stereotype to promote equality and inclusion.	*Coming soon*

Health Protection

	Skills	Knowledge
Year 1 ***How can I protect myself and others?***	• Practising how to wash their hands properly using soap and water. • Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing). • Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump). • Choosing appropriate clothing and preparing for different weather conditions (e.g. a hat, sunglasses and suncream when it is hot). • Telling an adult when they feel unwell, tired or hurt. • Beginning to describe common signs of illness (e.g. “My tummy hurts”, “I feel dizzy”). • Identifying some emergency situations.	• Germs can live on hands and surfaces even when they cannot be seen. • Washing hands with soap and water helps remove germs that can make people ill. • People should cover their mouths when they cough or sneeze and put tissues in the bin. • People have check-ups with doctors, nurses and dentists to help them stay healthy. • Sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly. • Some people need to use medicine often, such as inhalers, to help keep them well. • Head bumps should always be told to an adult. • First aid is the immediate help given to someone who is hurt or unwell. • Cold packs can help with bruises or bumps. • It is important for broken skin to be cleaned to ensure germs cannot enter the body. • Their role is to get help from a trusted adult, not to try to fix the injury themselves. • Wearing a hat and covering skin can help keep them safe in the sun. • They should drink water when it is hot to stay well. • They should tell a trusted adult if something hurts or feels wrong in their body. • Some common signs of illness include a tummy ache, feeling hot or cold, coughing or sneezing. • Medicines, when used properly, can help people feel better. • 999 is the number to dial in an emergency.
Year 3 ***How can we prevent illness and injury?***	• Explaining how germs and infection can spread from person to person. • Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness. • Beginning to explore how decisions about health (like vaccination) are based on evidence and advice from medical professionals. • Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services. • Applying sunscreen with supervision. • Describing ways they can protect themselves in the sun (e.g. slip, slop, slap). • Describing physical health concerns clearly to an adult. • Deciding when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching). • Beginning to judge when a physical concern may need help from a health professional. • Role-playing making a 999 call. • Recognising what makes a call to 999 clear and efficient. • Identifying different ways of getting help in an emergency, including phoning 999. • Beginning to recognise which emergency service is needed in different	• Germs can spread through touch, coughs, sneezes and shared objects. • Handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading. • Vaccines help the body build protection (immunity) against certain diseases without getting the illness first. • Vaccines teach the body how to fight off germs. • Vaccines have helped reduce or stop the spread of some serious diseases. • Viruses and bacteria are both types of germs that can cause illness. • If someone cannot breathe, it is a medical emergency. • If someone is losing a lot of blood, it is a medical emergency. • If someone is unable to respond to you, it may be a medical emergency. • Pressure can help stop bleeding. • Back blows can help dislodge an object that is causing someone to choke. • Minor burns can be treated by holding the area in cool water for 20 minutes. • Someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help. • First aid is the immediate help given to someone who is hurt or unwell before the arrival of professional help. • Sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer.

	scenarios.	• Sunscreen should go on all uncovered skin on sunny days, even in the UK. • Sunscreen needs reapplying every two hours or after swimming. • Sunscreen comes in different sun protection factors (SPFs) and a higher SPF offers more protection against the sun. • They should aim to stay out of the sun in the hottest part of the day. • Giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help. • Not all physical discomfort needs an adult straight away, and some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed by themselves. • Some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss and tiredness. • There are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing. • Getting help early can prevent a health issue from becoming worse. • Antibiotics can treat some illnesses caused by bacteria but do not work against viruses. • An operator will ask which emergency service is needed, what happened and where. • How to dial 999 on a locked mobile phone.

Growing Up		
	Skills	**Knowledge**
Year 2 ***How can we look after and respect our bodies as we grow?***	• Identifying simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discussing how they are growing and changing. • Describing things they can do now which they could not do as a baby or toddler (e.g. feeding themselves, dressing themselves, etc). • Expressing personal boundaries using simple language (e.g. “Don’t touch me there”). • Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). • Discussing what types of touch they do and do not like from friends and family members. • Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”. • Naming some safe adults at home and school.	• Bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique. • Bodies are different and unique and that it is not kind or respectful to comment on someone else’s body. • Humans grow and change as they get older, from babies to children to teenagers to adults. • Growing up means becoming more independent in looking after ourselves. • Their body is special and belongs to them. • Some parts of the body are private and that they should always respect their own and others’ privacy. • The correct names for private body parts* (e.g. penis, vulva, vagina, testicles, scrotum and nipples). • They should always talk to a trusted adult if someone says or does something they are not comfortable with. • Physical changes to the body are a normal part of growing up and becoming an adult. • Underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission.

		• They should always seek help if: someone is unkind, hurts them or someone else, including online; they feel scared, worried or confused, including online; someone asks them to keep a secret that makes them uncomfortable, including online.
Year 3 ***What rights and responsibilities do we have?***	• Identifying things that can and cannot be recycled. • Explaining how reducing, reusing and recycling resources can help the environment. • Describing the local council's role in looking after the local area. • Recognising the ways in which people's rights can support and protect them.	• Rights are basic freedoms that belong to every person in the world. • 'Reduce' means using less, 'Reuse' means using things again and 'Recycle' means turning old materials into new ones. • Reducing waste is better than reusing and reusing is better than recycling. • Different people (e.g. adults, police, politicians) work to protect people's rights. • Responsibilities are things people need to do to look after themselves, other people and places. • The local council is responsible for deciding how money is best spent in the local community.
Year 4 ***How will my body and emotions change as I grow up?***	• Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. • Describing some emotional changes that happen during adolescence. • Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").*	• Respecting boundaries helps keep relationships safe and healthy. • Unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect. • Their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. • As their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). • One of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). • During a period a small amount of blood leaves the body from the vagina each month. • Periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a safe adult for help. • The correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair). • They should talk to a safe adult if they have any worries or concerns, including around body changes and growing up. • Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. • The correct terms for private body parts, including the scrotum and nipples. • Signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). • They can speak to more than one safe adult if the first person does not help or take action straightaway. • They should seek help if: - Someone touches them or speaks to them in a way that feels wrong, including online. - They feel pressured to do something unsafe or that they don't want to do, including online. - They see or hear something that worries them, even if it's not about them, including online.

Year 5 ***How can I manage the changes to my body as I grow up?***	• Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. • Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). • Describing the stages of the menstrual cycle. • Challenging behaviour that crosses personal boundaries, while staying respectful and safe.	• That setting up community groups is one way people can contribute to their community. • That pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. • Local councillors speak with residents to help decide how money should be spent in the best interests of the community. • Elections allow people to vote for a Member of Parliament to represent them in Parliament. • That people pay taxes to fund the Government and local spending.
Year 6 ***How can I stay safe as I grow up?***	• Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. • Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. • Practising how to ask for, give or refuse permission or consent in a range of situations. • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).* • Identifying safe places to cross a road and describing different strategies to cross safely. • Explaining how to safely cross a railway line, at identified crossing points. • Identifying various risks on railways and ways to make them safer. • Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. • Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. • Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). • Assessing whether a situation is hazardous and explaining why. • Considering how to respond to hazards in a range of situations, including those involving peers. • Identify situations where calling 999 is appropriate vs not.* • Recognising other ways of getting help when it is needed, but is not an emergency.* • Explaining why filming an incident is not usually the right course of action in an emergency.* • Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). • Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). • Explaining the risks and consequences of using harmful substances and practising how to say ‘no’.	• Pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. • Someone asking them to keep conversations or photos private, especially online, may be unsafe. • Friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. • That not everyone online is who they say they are. • The absence of permission or consent means that a situation is likely to be unsafe. • They should always seek help if: – They experience or witness violence, threats or harm, either in person or online. – Someone tries to hurt them or others physically or emotionally, including online. – Someone touches them or talks to them in an unsafe or inappropriate way, including online. – They feel unsafe but are not sure why, or are unsure who to trust, including online. – They are worried about someone else being hurt or treated badly, including online. • Some common safety issues when crossing the road or around railways. • Trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. • Distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. • If someone else is in trouble in the water, they should throw in something that floats. • The water safety code (Stop and think, Stay together, call 999, float). • Strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices. • Hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). • Some environments carry higher risk and require greater caution. • The day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.* • Filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.* • Drugs are substances that change how the body or mind works. • Some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. • Some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. • Legal drugs and products like tobacco, alcohol, caffeine, energy drinks and

		medicines can still be harmful if misused, especially for children. • Many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

Staying safe		
	Skills	**Knowledge**
Year 1 ***How can I stay safe?***	• Recognising when something may be dangerous in the home. • Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. • Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products). • Following simple safety rules in different settings. • Identifying safe places to walk on the pavement. • Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads. • Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”. • Naming some trusted adults at home and school. • Identifying some emergency situations.	• Some things in the home can be harmful. • Household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult’s permission. • If things are not used as intended, they can become harmful, especially to children (e.g. someone else’s medicine, cleaning products, etc). • Some things people put in or on their bodies can help them (e.g. medicine), and some can be harmful. • They should never touch or taste something if they do not know what it is. • The ‘Stop, Look and Listen’ rule for crossing a road. • A helmet should be worn when biking or scooting. • Some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers). • Their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). • It is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. • The emergency services are the police, fire and ambulance services. • 999 is the number to dial in an emergency.
Year 2 ***How can I make safe choices in different places?***	• Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). • Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”. • Naming some safe adults at home and school. • Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding some potential dangers associated with each. • Recognising when something may be dangerous in the home. • Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. • Following simple safety rules in different settings. • Identifying some emergency situations. • Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).	• Their body is special and it belongs to them. • The correct names for private body parts, including the penis, testicles, vulva and vagina. • Underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission. • A stranger is anybody that they do not know. • Their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). • It is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. • The ‘Stop, Look and Listen’ rule for crossing a road. • They should never enter the water without an adult supervising. • If they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help. • Some things in the home can be harmful. • The emergency services are the police, fire and ambulance services. • 999 is the number to dial in an emergency. • Some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. • They should never touch or taste something if they do not know what it is. • Household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult’s permission. • If things are not used as intended, they can become harmful, especially to

		children (e.g. someone else's medicine, cleaning products, etc). • They should always seek help if: someone is unkind, hurts them or someone else, including online; they feel scared, worried or confused, including online; someone asks them to keep a secret that makes them uncomfortable, including online. • They should always seek help if they feel scared, worried or confused, including online. • They should always seek help if someone asks them to keep a secret that makes them uncomfortable, including online.
Year 4 ***What signs help me recognise what is safe or unsafe?***	• Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). • Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). • Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. • Practising how they would ask for help and say 'no' in certain situations.* • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).* • Explaining how to safely cross roads using a variety of crossing types. • Identifying various risks on roads and ways to make them safer. • Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). • Explaining some water safety signs and their meaning. • Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. • Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. • Identifying different ways of getting help in an emergency, including phoning 999. * • Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).	• Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. • Signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). • That feeling and being unsafe can happen even with someone they know. • That when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. • That they should not share personal information with people they do not know and trust, including online. • That they can speak to more than one trusted adult if the first person does not help or take action straightaway. • That they should seek help if: – Someone touches them or speaks to them in a way that feels wrong, including online. – They feel pressured to do something unsafe or that they don't want to do, including online. – They see or hear something that worries them, even if it's not about them, including online. • Some common road-crossing types. • Some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways). • Swimming in open water is usually more dangerous than swimming in a swimming pool. • What beach safety flags tell us about the conditions. • Thinking ahead and considering potential risks can help prevent accidents. • That fire can spread quickly and should never be played with. • That appliances and household products should only be used for the purpose they are designed for. • An operator will ask which emergency service is needed, what happened and where. * • Alcohol and smoking/ vaping are legal for adults but illegal for children. • Both alcohol and smoking/vaping have harmful effects on the body. • Medicines should only be used as directed by a trusted adult or health professional, or they can be harmful.
Year 6 ***How can I stay safe as I grow up?***	• Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. • Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. • Practising how to ask for, give or refuse permission or consent in a range of situations.	• Pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. • Someone asking them to keep conversations or photos private, especially online, may be unsafe. • Friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. • That not everyone online is who they say they are.

	• Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).* • Identifying safe places to cross a road and describing different strategies to cross safely. • Explaining how to safely cross a railway line, at identified crossing points. • Identifying various risks on railways and ways to make them safer. • Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. • Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. • Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). • Assessing whether a situation is hazardous and explaining why. • Considering how to respond to hazards in a range of situations, including those involving peers. • Identify situations where calling 999 is appropriate vs not.* • Recognising other ways of getting help when it is needed, but is not an emergency.* • Explaining why filming an incident is not usually the right course of action in an emergency.* • Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). • Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). • Explaining the risks and consequences of using harmful substances and practising how to say ‘no’.	• The absence of permission or consent means that a situation is likely to be unsafe. • They should always seek help if: – They experience or witness violence, threats or harm, either in person or online. – Someone tries to hurt them or others physically or emotionally, including online. – Someone touches them or talks to them in an unsafe or inappropriate way, including online. – They feel unsafe but are not sure why, or are unsure who to trust, including online. – They are worried about someone else being hurt or treated badly, including online. • Some common safety issues when crossing the road or around railways. • Trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. • Distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. • If someone else is in trouble in the water, they should throw in something that floats. • The water safety code (Stop and think, Stay together, call 999, float). • Strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices. • Hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). • Some environments carry higher risk and require greater caution. • The day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.* • Filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.* • Drugs are substances that change how the body or mind works. • Some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. • Some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. • Legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. • Many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.