

THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

CARE
courage ambition respect enjoyment



KNOWLEDGE DEVELOPMENT OVERVIEW: RSHE

SUBJECT: RSHE

STATATORY GUIDANCE

National Curriculum guidance

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.

An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

INTENT

At Thakeham Primary School, we believe that RSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. These are all key elements of our school vision.

It is our intent that our RSHE curriculum develops a learning for life. We want our children to be confident and have the ability to develop their skills and understanding when facing new experiences, meeting new challenges and finding themselves in unfamiliar situations.

We want to develop our school values of CARE; courage, ambition, respect and enjoyment to enable pupils to develop the skills they need to thrive as individuals and family members; flourish in the wider curriculum; in life as a whole and to understand and value how they and others fit into and contribute to their global community.

We follow the KAPOW Primary RSE & PSHE scheme which covers the full breadth of learning pupils need to stay healthy, safe and prepared for life.

Our children will be guided, encouraged and taught to:

- Develop confidence and responsibility and make the most of their abilities
- Develop a healthy, safe lifestyle
- Develop good relationships and respect the differences between people
- Develop their own voice and opinions
- Learn to play an active role as citizens of the world
- Make the most of their own and others abilities

IMPLEMENTATION

We achieve these aims through:

- Discrete curriculum time following the KAPOW scheme.
- Teaching RSHE in and through other subject areas (including RE, collective worship, PE, Science and Computing)
- Participation in activities and social events.
- Our school values system- 3 Rs characteristics and assemblies.
- Knowing how to stay as healthy as possible.
- Knowing how to keep themselves and others safe.
- Being able to form worthwhile and fulfilling relationships.
- Respecting the differences between people.

- Developing independence and responsibility
- Playing an active role as members of our democratic society

We use the KAPOW Scheme of Learning alongside West Sussex County Council’s some Education-4-Safeguarding (E4S) programme. Our teachers use KAPOW to guide the RSHE programme. Then, they use E4S to tailor the RSHE and RSHE to our particular context. E4S is useful in that it provides data and information on its online portal pertinent to our particular local area. This means we can systematically teach important themes and also respond to issues in the local area.

There are seven key areas of learning in the KAPOW scheme that are designed to build progressively across the pupils time at Thakeham:

Strand 1: My healthy self

Strand 2: Connecting with others

Strand 3: The online world

Strand 4: Staying safe

Strand 5: Health protection

Strand 6: Citizenship

Strand 7: Growing up

KAPOW provides a comprehensive RSHE Programme which covers all the requirements of the government’s statutory guidance and outcomes, and more. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw’s philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these (e.g. using Calm Me (mindfulness techniques).

The Structure of the KAPOW lessons

In Kapow Primary’s RSE & PSHE curriculum, a unit is a half-term block of learning. There is one unit per half-term throughout the school year, with each unit comprising six lessons. Lessons within a unit are carefully sequenced to build knowledge and understanding over time.

Each unit focuses primarily on one of the key areas of learning (or strands in EYFS), helping to ensure clear structure and full coverage of the statutory guidance. While there are natural overlaps between areas, organising learning in this way supports coherence and progression.

Each unit from Year 1-6 revolves around a central question that pupils should be able to answer by the end, drawing together what they have learned. Each individual lesson is also framed as a question, helping pupils understand the lesson’s focus. This structure allows them to reflect on how they have met the lesson’s objectives by the end.

Lessons across the RSE & PSHE scheme follow a consistent structure.. This is a deliberate design choice to reduce cognitive overload for both pupils and teachers. For pupils, a familiar lesson structure helps them focus on the learning itself, rather than on understanding new routines or expectations. For teachers, consistency supports confidence and efficiency, making planning and delivery more manageable, particularly when teaching sensitive or complex content. In Reception, the lesson structure is adapted to reflect the different ways pupils learn at this stage, with approaches that are appropriate to the EYFS and support early development.

Kapow lessons all follow the structure of: Recap and recall, attention grabber, main event and wrapping up. Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall. The attention grabber is a short, engaging activity designed to hook pupils into the new learning in the lesson. This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic. The main event is the core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective. Wrapping up is a final reflective activity that consolidates learning.

Personal, Social and Emotional Development

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;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- 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 Requirements

Please click on the link below to be directed to the latest statutory guidance for Relationships and sex education and health education:

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

Support

RSHE education will be provided to all children within our school. Children with SEND will be supported to access health, relationships and sex education through high-quality, teacher-led quality first teaching, following the guidance of the SEND code of practice.

Teaching will be adapted and personalised to suit individual context.

RSHE education will be taught on a weekly basis, with some content also being taught through other subject areas, and within other contexts, such as assemblies, ‘circle time’ or ‘class meetings’.

A taught session may look very different in one year group to the next - class teachers have discretion to plan and deliver teaching that suits the individual needs of their class, whilst ensuring that all curriculum content is covered effectively.

Pre-teaching can occur so that children with SEND can have an idea of the content that will be covered within the RSHE lessons as well as informal opportunities as well as the formal RSHE curriculum. Each class has a worry monster/box in place so that children can raise worries or concerns in a way that they may feel more comfortable or discrete.

There are also certain lessons where boys and girls will be taught separately to accommodate for specific needs.

LONG TERM PLAN

Relationship, Sex and Health Education. Whole School Coverage.						
	Autumn		Spring		Summer	
R	<u>Self-regulation: My Feelings</u> Identifying my feelings Feelings jars Coping strategies Describing feelings Facial expressions Creating a calm corner	<u>Special Relationships</u> My Family Special People Sharing I am Unique My Interests Similarities & Differences	<u>Taking on challenges</u> Why do we have rules? Building towers Team den building Grounding Team races Circus skills *Smartie the penguin	<u>Listening and following instructions</u> Simon Says Listening to a story Pass a whisper Obstacle races Blindfold walk Treasure hunt	<u>My family and friends</u> Festivals Sharing What makes a good friend Being a good friend Teamwork Celebrating Friendships	<u>My Wellbeing</u> What is exercise? Yoga and relaxation Looking after ourselves Being a safe pedestrian Eating healthily A rainbow of food
	<u>My Healthy Self</u>	<u>Building Relationships</u>	<u>The Online World</u>	<u>Managing Self & Keeping Safe</u>	<u>Citizenship</u>	<u>Changing me</u>
1/2 A	How can I help myself and others feel happy and safe? What makes me special? How do families show love and care for each other? What helps me feel safe and cared for? What is a friend How can we have a kind and friendly class? How should people behave towards others?	How Can I build Safe, Kind and Caring Relationships with Others? How are we all different and the same? How are families different and the same? How can I show my feelings calmly and kindly? How can I show others what is and is not okay for me? Who can I talk to if something does not feel right? What should I do if someone is being unkind again and again?	How Do We Spend Time Online? When am I online? What can I do online and what can I do in person? How should I behave when I use a device? How can I balance screen time with in-person activities? What should I do if I see something online that worries me? How can I stay safe online?	How Can I Stay Safe? How can I stay safe at home? What is safe for our bodies? What rules can keep me safe? How can I stay safe near roads? How might my body feel when something is unsafe? Who can keep me safe?	How can I protect myself and others in daily life? How and why do we wash our hands? How can I protect myself in any weather? Who helps us stay healthy? What should I do if I feel unwell? How serious are different injuries? How can we get help for serious illnesses or injuries?	How can we look after and respect our bodies as they grow? How do we grow and change? How will I change as I grow up? Do I make the rules about my own body? How can I talk about my body? How can we show respect for <u>each others</u> bodies? Who can I talk to if I do not feel safe? Additional unit: My Healthy Self: How can we look after our bodies?
1/2 B	How can we look after our emotions? What emotions can we recognise? When and why do people show different emotions? How can emotions change? What helps us to feel calm or excited? What might make us feel worried, annoyed or upset? What can we do when our feelings get tricky?	How do people belong to a community and earn money? Where do we belong? How many different people contribute to my community? What jobs to people do in our local community? What other jobs might people do? What is money? Where does money come from?	How Can We Stay Safe Online? (Cycle A) What can we do online and how can we do it safely? Who can see information shared online? What is private information? How do I know if private information has been shared online? Is everything we see online real? What should I do if something online worries me?	How can I make safe choices in different places? What makes my body special? How can I keep my body safe? How can I make safe choices at home? How can I stay safe in different places? What can I do if I cannot find my trusted adult? How can I stay safe around water?	How Can I help others and the environment? What do babies and toddlers need? What do animals need? How can we look after our school environment? How can I share my ideas respectfully? Who helps look after our local environment? How do rules help everyone?	How can we look after and respect our bodies as they grow? How do we grow and change? How will I change as I grow up? Do I make the rules about my own body? How can I talk about my body? How can we show respect for <u>each others</u> bodies? Who can I talk to if I do not feel safe? Additional unit: My Healthy Self: How can we look after our bodies?
3/4 A	What helps us feel safe and included? How can I respect myself? What are personal boundaries? What makes a family? How can I be a good friend? How can we repair a friendship after a falling out? What are different types of bullying?	How Can We Respect Each Other? How can I show self-respect? How can I show respect to others? How can I build trusting friendships? How can we solve friendship challenges? How should I respond to bullying? What is a stereotype?	How should we communicate online? How do we communicate online? How can we be respectful when we communicate online? How can communication online sometimes be misunderstood? How should I respond to online bullying? Why do we need to be careful when communicating online? How can I keep myself safe online?	What signs help me recognise what is safe or unsafe? How can I tell if a situation is unsafe? What do I do if a situation feels unsafe? How can I stay safe around traffic? Why can water be dangerous? What drugs are safe or unsafe? How can I prevent accidents?	What careers do people choose and why? To be updated when available	How Will My Body and Emotions Change as I Grow Up? What are body boundaries? How will I grow and change during puberty? Which emotional changes could I experience when growing up? How can we show kindness and understanding about body changes? Who can I talk to about growing up and changes? What is a period? (year 4 only) Additional unit: How can I spend my money responsibly?

3/4 B	<u>How can I take care of my mind and body?</u> How do emotions affect my body? How can I tell how someone else might be feeling? How are my mind and body connected? How does sleep help my mind and body? What can I do when I experience strong emotions? When should I ask an adult for emotional support?	<u>What rights and responsibilities do we have?</u> What are human rights? What rights should children have? How can we help the environment by reducing what we use? How can reusing items help the environment? Why is recycling important? How do local councils help look after communities?	<u>How Can We Decide What to Trust Online? (Cycle A)</u> How can the internet be helpful and challenging? Is all online content appropriate for me? Why should we be careful what we trust online? How can we check if online information is reliable? How can we use multiple sources to check online information? Why should we question what we see online?	<u>How can I make healthy choices?</u> What is a balanced diet and why does having one matter? How can being active help my mind and body? How can I keep my energy up throughout the day? How can I get support for myself or others? How can I respond when things feel hard? Why is helping others good for me too?	<u>How can we prevent illness and injury and respond if they happen?</u> <u>To be updated when available</u>	<u>How Will My Body and Emotions Change as I Grow Up?</u> What are body boundaries? How will I grow and change during puberty? Which emotional changes could I experience when growing up? How can we show kindness and understanding about body changes? Who can I talk to about growing up and changes? What is a period? (year 4 only) Additional unit: How can I spend my money responsibly?
5 & 6 A	<u>Why Are Healthy Relationships Important?</u> What makes me who I am? How do families show commitment to one another? How can families support and protect each other? What helps us make and maintain healthy relationships? How can we manage challenges in friendships? How can I be assertive and respectful?	<u>What Does it Mean to Stand up for Myself and Others?</u> How does self-esteem help me? How can I be respectful in different situations? How can I set and respect boundaries? How can we challenge unfairness? How can we work together to stop bullying? When and how should I seek help?	<u>How Am I Influenced By What I See Online?</u> How do adverts try to influence us online? How are adverts chosen for me online? How else am I influenced online? How do online trends shape our choices offline? How does what I see online influence our viewpoints? How can some online messages be misleading?	<u>How Can I stay Safe as I Grow Up?</u> How can I stay safe in, on and around water? Little Life Savers How can I stay safe when I feel peer pressure? How can I stay safe around drugs?	<u>How can we be in control of our money?</u> <u>To be updated when available</u>	Year 5 and 6 Cycle A & B <u>Growing up: How can I manage the changes to my body and emotions as I grow up? (Cycle B)</u> How will my body grow during puberty? How can I keep myself clean and hygienic? How can we treat others with kindness during puberty? How can I manage my emotions and feelings during puberty? What is a period? How can I challenge behaviour which crosses personal boundaries?
5 & 6 B	<u>How can I support my mind and body as I grow?</u> What do food labels really tell us? How active am I and can I move more? What are the different types of physical activity and how do they affect us? How can I recognise complex feelings? How can I respond to strong and complex feelings? How can we tell when someone might need support with their mental health?	<u>How can we make a difference in our communities and beyond?</u> How can we show care for others? How do people contribute to the community? How does the UK Government work? What is the role of a local councillor? What are pressure groups? How can people influence the decisions made by the government? Little Life Savers	<u>How do I feel about the things I see online? (Cycle A)</u> How do online platforms keep users engaged? How can I make safe choices if I am gaming online? Is online content always realistic? What is harmful online behaviour? Does what we post online matter? How does being online make us feel?	<u>How Do My Choices Today Shape my Future Health?</u> Why do healthy teeth matter for the future? How can I eat for a healthier future? What habits might support my future health? How can I recognise and regulate complex feelings? How does my mindset affect my personal growth? How can I support self-esteem for myself and others?	<u>How can we protect everyone's rights?</u> <u>To be updated when available</u>	YEAR 6 ONLY Sex Education: How Do People Become Parents and Carers? * Which words can we use to describe our private body parts? How are babies made? What happens in pregnancy and how are babies born? How are families formed? How does life change after having a baby? What is consent? Real Love Rocks (Barnados)

*Non-statutory, parents can opt to withdraw.

My Healthy Self

EYFS: Reception

Recognising and talking about emotions

- Recognising and naming some common feelings in themselves and others.

Support with mental wellbeing

- Accepting comfort, reassurance or support from a trusted adult if they experience strong feelings.

Self-care

- Recognising when they feel tired.

Bullying and mental health

- Recognising why it is important to be kind to each other.

Being active

- Exploring different ways they can move their bodies.

Dental health

- Practising putting toothpaste on a brush and brushing their top and bottom teeth.

Healthy diet

- Beginning to discuss their food and drink choices.

Recognising and talking about emotions

- To know that people can feel different emotions, such as happy, sad, worried, angry or calm.

Support with mental wellbeing

- To know that adults can help them in feeling calmer when they are upset, worried or angry.

Self-care

- To know that sleep and rest are important for their body.

Bullying and mental health

- To know that being kind can help other people to feel happy and included.

Being active

- To know that moving their bodies can be enjoyable and good for them.

Dental health

- To know that teeth require daily cleaning.

Healthy diet

- To know that their bodies need food and water.

Key Stage 1: Year 1/2

Skills

Recognising and talking about emotions

- 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.*
- 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.

Support with mental wellbeing

- 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.

Self-care

- 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 they feel when they have had enough sleep or not enough sleep.

Bullying and mental health

- Talking about how someone might feel when someone else is repeatedly unkind to them.*

Being active

- Recognising when they are active and how it makes them feel.
- Independently choosing active play or movement during the school day.
- Recognising opportunities that they have to be active outside of school.
- Beginning to join in with movement breaks or suggest when they need one.

Dental health

- Explaining why it is important to brush their teeth regularly.
- Demonstrating how to correctly brush teeth using an electric and manual toothbrush.

Healthy diet

- 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).

Knowledge

Recognising and talking about emotions

- To know that basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body’s natural response.
- To know that feelings are the words used to describe emotions.

- To recognise and name the following emotions and associated feelings: Happiness (excited, calm). Sadness (lonely, upset). Fear (worried, scared). Anger (cross, annoyed). Disgust (uncomfortable) Surprise (amazed, shocked)
- To know that it is okay and normal to experience both positive (comfortable) and negative (uncomfortable) feelings in response to different situations.
- To know feelings can change and vary in intensity and may seem small or big, depending on the situation.

Support with mental wellbeing

- To know that talking to a trusted adult can help when they feel upset or worried.

Self-care

- To know that resting and doing things they enjoy can help them feel better.
- To know that talking to someone can help when they feel sad or left out.
- To know that sleep helps their body and brain rest and grow.
- To know that a good bedtime routine (e.g. bath, story, quiet time) helps them fall asleep more easily and sleep better.

Bullying and mental health

- To know that repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer.*

Being active

- To know that being active doesn't just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day.
- To know that moving their body every day helps them feel good and keeps them healthy.
- To know that running, jumping and playing help their body grow strong.
- To know that feeling tired can make it harder to run, play and have fun.

Dental health

- To know that they should brush their teeth twice a day, in the morning and at night.
- To know that they need to brush every tooth and all of the surfaces.
- To know that sugary food and drink can damage teeth and should be limited.
- To know that they need to visit the dentist for check-ups, even if their teeth do not hurt.

Healthy diet

- To know that some food and drink are best for everyday and others only sometimes.
- To know that eating fruit and vegetables helps them stay strong and not get ill.
- To know that drinking water helps them feel awake and keeps their body working properly.
- To know that healthy foods help them grow, run, play and learn.
- To know that enjoying different foods and eating well is part of being healthy.

Key stage 2: Year 3/4

Skills

Recognising and talking about emotions

- 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.*

Support with mental wellbeing

- Recognising when they or someone else might be struggling with feelings and knowing that this is common a 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.

Self-care

- 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.
- Reflecting on how helping others makes themselves and others feel.
- Recognising habits that are conducive to a good night’s sleep.

Bullying and mental health

- 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.

Being active

- 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 (e.g. out of breath, sweaty, energised, tired).
- Recognising and explaining some of the benefits of being physically active.

Dental health (covered in Science)

- Identifying the different types of teeth in humans and their simple functions.
- Finding out what damages teeth and how to look after them.

Healthy diet

- 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

Knowledge

Recognising and talking about emotions

- To know that many different feeling words can be used to identify and describe their emotions.
- To recognise and name the following emotions and associated feelings: Happiness (confident, hopeful, proud). Sadness (disappointed). Fear (nervous, embarrassed) Anger (frustrated, jealous, guilty). Disgust (offended). Surprise (curious).

- To know that their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others.
- To know that feelings can feel stronger or weaker depending on the situation.
- To know that emotions and feelings can affect thoughts, decisions and behaviour.*
- To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour.*

Support with mental wellbeing

- To know that taking care of their own feelings is part of staying healthy.
- To know that 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.
- To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small.
- To know that seeking help early can make a significant difference for someone struggling with their feelings or mood.

Self-care

- To know that sleep, hobbies, exercise and time with others can all help them to look after their feelings.
- To know some simple ways that they can help others each day.
- To know that children of their age should get between 9–12 hours of sleep every night.
- To know that poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily.
- To know that everyone feels lonely sometimes and talking about it helps.

Bullying and mental health

- To know that when someone is bullied repeatedly, they may start to believe the negative things said about them.

Being active

- To know some 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).
- To know about opportunities in their community to be physically active.
- To know that some activities make their heart beat faster, their body warmer and their breathing heavier — and that this means their body is working hard and getting stronger.
- To know that physical activity strengthens their heart, lungs, muscles and bones.
- To know that being active helps with coordination, balance and energy levels.
- To know that sitting still for long periods (e.g. lots of screen time with no breaks) is not good for their bodies and can cause low energy.

Healthy diet

- To know that a balanced diet includes a variety of food groups.
- To know that different food groups do different jobs in the body.
- To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food.
- To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need.
- To know that they should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated.
- To know that nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy.
- To know that processed foods are foods that have been changed or added to — like turning potatoes into crisps or fruit into fruit-flavoured sweets.
- To know that natural or less processed foods usually have more nutrients.

Key Stage 2: Year 5/6

Skills

Recognising and talking about emotions

- 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.

Support with mental wellbeing

- Recognising signs that someone might be experiencing mental health problems.
- Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc).

Self-care

- Reflecting on the benefits of positive emotional health and what this entails for them.
- Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work.
- Identifying ways they can actively help or support others at school or in the community.
- Creating an evening routine that is conducive to a good night’s sleep.

Bullying and mental health

- Explaining how and why bullying, including online (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.

Being active

- Reflecting on how active they are each day and planning ways to move more during the week.
- Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels.
- 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 mental and physical health.

Dental health

- Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups.

Healthy diet

- 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.

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Recognising and talking about emotions

- To know 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.

- To recognise and describe the following emotions and associated feelings: Happiness (content, determined, optimistic). Sadness (pessimistic, grief, excluded). Fear (insecure, anxious, stressed, pressured, overwhelmed). Anger (betrayed). Disgust (no new vocabulary added). Surprise (startled).
- To know that it is important to speak openly about emotions and their associated feelings.
- To know that it is important to regulate responses to emotions so they do not control feelings and actions.*
- To know that reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings.

Support with mental wellbeing

- To know that mental health affects how people feel, think, behave and cope with life.
- To know that just like physical health, everyone has mental health and that it can change over time.
- To know that many people experience mental ill health and that support is available.
- To know 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).
- To know that different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support.
- To know that there are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to.

Self-care

- To know the importance of making time to prioritise their own emotional health.
- To know that spending time outdoors can help people feel calm, focused and more connected to the world around them.
- To know that friendships support mental health by helping people feel accepted, understood and less alone.
- To know that helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose.
- To know that sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus.
- To know that lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing.
- To know that some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, extended inactivity or insufficient time with friends and family).

Bullying and mental health

- To know that people who are bullied may need support to feel better and rebuild their confidence.
- To know that bullying is proven to have a negative impact on mental health now and in the future.

Being active

- To know that 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.
- To know that being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight.
- To know that physical activity helps mental wellbeing by boosting mood and reducing stress.
- To know that moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling, playground games).
- To know that vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more.
- To know that children their age should get at least one hour of moderate to vigorous activity every day.
- To know that not being active can lead to long-term health problems, including obesity and poor mental wellbeing.

Dental health

- To know that flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach.

- To know that most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay.
- To know that visiting the dentist every six months helps spot problems early before they become serious or painful.
- To know some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath).
- To know that having sugary snacks or drinks between meals increases the risk of tooth decay.

Healthy diet

- To know that sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods.
- To know that eating well supports both physical and mental health, including energy levels, mood and concentration.
- To know that poor nutrition can lead to tiredness, illness, low mood or long-term health problems.
- To know that nutritional labels show calories, fat, sugar and salt, which help people make informed choices.
- To know that calories are a measure of energy in food.
- To know that feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy.
- To know that obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.*
- To know that 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.

Connecting with others

EYFS: Reception

The role of family

- Discussing their family and people who are important to them.

Diversity in family structures

- Beginning to use basic terms to describe family relationships.

Family support

- Identifying trusted adults outside their family.

Healthy friendships

- Playing cooperatively with others, including sharing, taking turns and using kind words.

Friendship challenges

- Recognising when they and a friend want different things.

Respecting each other

- Using kind words and actions during play.

Understanding boundaries

- Identifying their own likes and dislikes during play.

Respectful conflict

- Beginning to solve basic disagreements using words.

Self- respect and self- esteem

- Talking about themselves positively.

Valuing diversity

- Identifying similarities and differences between themselves and others.

Bullying

- Telling a trusted adult if someone keeps being unkind to them or someone else.

Relationship support

- Identifying trusted adults who can help them.

The role of family

- To know that families play an important role in caring for children.

Diversity in family structures

- To know that all families are different.

Family support

- To know that adults at school can help if they feel worried about something at home.

Healthy friendships

- To know that friends should consider the feelings and needs of one another.

Friendship challenges

- To know that friends may want different things during play.

Respecting each other

- To know that everyone has feelings and should be treated with kindness.

Understanding boundaries

- To know that they can tell someone if they do not like something.

Respectful conflict

- To know that it is okay to feel cross or upset but it is not okay to hurt others.

Self- respect and self- esteem

- To know that everyone is special.

Valuing diversity

- To know that people are all different.

Bullying

- To know that repeated unkind behaviour is not okay and that adults can help.

Relationship support

- To know that trusted adults can help them with worries, friendship problems or feeling unsafe.

Key stage 1: Year 1/2

Skills

The role of family

- Talking about how families are special.
- Identifying different ways family members help each other.
- Recognising when someone in a family might need support.
- Exploring why spending time with family is important to them.

Diversity in family structures

- Describing who is in their family, including the people they live with.
- Discussing how families are all unique and giving some examples from their own wider family group.

Family support

- Identifying some appropriate and inappropriate responses to common family disagreements.

Healthy friendships

- Discussing what makes a good friend (e.g. kind, sharing).
- Discussing why friendships are important to them.
- Identifying and reflecting on simple ways they can make friends with others.

Friendship challenges

- Beginning to express disagreement calmly (e.g. “I don’t agree” or “Can I have a turn too?”).
- Solving some minor disagreements with peers, using compromise, turn taking or asking for help from an adult.
- Recognising and admitting when they or others have behaved in a way that was unkind.

Respecting each other

- Using simple, polite phrases in everyday situations.
- Showing respectful behaviour towards others by listening, sharing and taking turns.
- Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall).

Understanding boundaries

- Asking permission before touching or using someone else’s belongings.
- Expressing their own boundaries using simple language (e.g. “I don’t like that”).*
- Respecting when others say no or need space.

Respectful conflict

- Expressing basic feelings (e.g. “I feel sad”) and needs politely (e.g. “Please stop”).
- Using polite words to ask for help or solve small problems.
- Beginning to use calming strategies with adult support.

Self-respect and self-esteem

- Talking about things they are good at and enjoy.
- Recognise and naming their own feelings and achievements.
- Beginning to set simple personal goals, e.g. “I want to learn to tie my shoelaces”.
- Practising positive self-talk with adult support, e.g. “I can do it if I keep trying”.

Valuing diversity

- Identifying and discussing people’s similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs).
- Recognising unkind behaviour and considering how it may affect someone’s feelings or sense of belonging.

Bullying

- Recognising bullying behaviour in simple scenarios, including online.
- Talking about how someone might feel when someone else is repeatedly unkind to them.*

Relationship support (repeated in Staying safe)

- Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.*
- Naming some trusted adults at home and school.*

Knowledge

The role of family

- To know how some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill).
- To know that spending time with family is important because it helps people build strong relationships and feel loved and supported.
- To know that all families have arguments sometimes.

Diversity in family structures

- To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents).
- To know that family members might live together or apart but still care for each other.
- To know basic terms related to family relationships, such as mum, dad, brother, sister, grandparents, aunt, uncle, cousin, step-parent, or carer.

Family support

- To know home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school.

Healthy friendships

- To know that friends are people who like to spend time together and who are kind and helpful to one another.
- To know that having friends can help you feel happy and stop you feeling lonely.
- To know that loneliness means feeling alone, not just being alone.
- To know that friends will not always agree on everything.

Friendship challenges

- To know that it is okay to feel upset but it is not okay to act in unkind ways or to hurt others.
- To know that sometimes they may need to pause and think before reacting.
- To know that saying sorry can help make things better when something goes wrong.

Respecting each other

- To know that being polite is a way of treating others with kindness.
- To know that they share spaces with other people and need to be kind and consider the other people around them.
- To know that everyone has different likes, dislikes and feelings.
- To understand that something they enjoy might not be enjoyable for someone else.

Understanding boundaries

- To know that they can talk to a trusted adult if someone crosses a boundary.*
- To know that everyone has the right to say no, even to people they know.*

Respectful conflict

- To know that everyone has feelings and kind words can help solve problems.
- To know that they might feel cross, upset or disappointed when things do not go their way.
- To know that they can say what they want, need or do not like in a kind way.

Self-respect and self-esteem

- To know that everyone is unique and important.*
- To know that everyone has different strengths or things they are good at.*
- To know that they can feel proud of themselves for trying their best.

Valuing diversity

- To know that people in a community can be different from each other and this makes the community interesting and special.
- To know that it is unfair to treat someone differently just because they are different from you.

- To know that it is important to treat everyone with kindness and respect.
- To know that differences between people are something to celebrate.

Bullying

- To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose').
- To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People').

Relationship support (repeated in Staying safe)

- To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.
- To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.

Key stage 2: Year 3/4

Skills

The role of family

- Describing different ways families can spend time together.
- Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc).
- Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc).*

Diversity in family structures

- Recognising different family members and family set-ups in their own and others' families.

Family support

- Identifying some of the challenges that families might face.*

Healthy friendships

- Identifying characteristics they look for in a friend and why.
- Considering practical ways they can be a good friend to others.
- Beginning to recognise unhealthy or unhappy friendships.

Friendship challenges

- Using respectful language when disagreeing or solving problems with others.
- Taking ownership for their actions and explaining how they have acted impulsively or unkindly.
- Analysing situations and discussing appropriate and inappropriate responses.
- Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise.

Respecting each other

- Using manners when: Getting someone's attention. Eating meals together. Moving around the school or the classroom. Speaking to new people.
- Considering how words, tone and body language can show respect or disrespect, and recognising how this influences the way others perceive them.
- Identifying respectful and disrespectful behaviours in a range of scenarios.
- Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music).

- Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema).

Understanding boundaries

- Communicating personal boundaries clearly (e.g. “I’m not comfortable with that”).
- Listening and responding respectfully when someone makes a request or expresses a boundary.
- Recognising when someone’s behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult).

Respectful conflict

- Practising saying no or expressing disagreement respectfully.
- Communicating simple boundaries clearly (e.g. “I don’t want to play that game”).
- Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk).

Self-respect and self-esteem

- Identifying their own characteristics, strengths, skills and interests.
- Reflecting on personal achievements and progress.
- Setting and working towards personal goals with more independence.
- Beginning to challenge negative self-talk and compare themselves less to others.

Valuing diversity

- Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes).
- Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel.

Bullying

- Identifying examples of different types of bullying in various contexts, including online.
- Explaining how bullying can affect someone’s feelings and mental wellbeing, and developing empathy towards those who are targeted.
- Rehearsing what to do or say when they see bullying happening.

Relationship support (repeated in Staying safe)

- Practising how they would ask for help and say ‘no’ in certain situations.*
- Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).*

Knowledge

The role of family

- To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork).
- To know that every family faces challenges.*
- To know that families should make them feel loved, safe and supported.*

Diversity in family structures

- To know that different families might show love in different ways and spend time together in different ways.
- To know that even though families may look very different, they usually have love and care for each other at the core of them.
- To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness.

Family support

- To know that every family faces challenges at some point and that there is always help available to children if they need it.*
- To know that families should make them feel loved, safe and supported.*
- To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems.

Healthy friendships

- To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness.
- To know that healthy friendships should help them feel included, valued and supported, especially during difficult times.
- To know that most friendships have ups and downs.
- To know that many people experience feelings of loneliness at times.
- To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend.

Friendship challenges

- To know that apologising and discussing feelings can help solve problems and maintain good relationships.
- To know that respectful disagreement is a normal part of healthy relationships.
- To know that compromise and fairness are vital to any friendship.

Respecting each other

- To know that respect means treating others as you would like to be treated: with kindness and fairness.
- To know that everyone has the right to be treated with respect.
- To know that good manners are a way of showing respect to other people.
- To know that different people may have different needs and preferences in the same space.

Understanding boundaries

- To know that respecting boundaries helps keep relationships safe and healthy.
- To know that physical, emotional and digital boundaries are all important.
- To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable.

Respectful conflict

- To know that being assertive means speaking up calmly and politely without being unkind.
- To know that being kind does not mean always agreeing or giving in.
- To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise.
- To know that disappointment and frustration are normal feelings and will pass.

Self-respect and self-esteem

- To know that self-respect means valuing yourself and treating yourself with kindness.
- To know that trying new things, learning from mistakes and achieving goals can build confidence.
- To know that others may have different strengths and interests.

Valuing diversity

- To know that diversity means people have different backgrounds, cultures, religions and beliefs.
- To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals.

- To know that people should be treated as an individual and with respect.

Bullying

- To know there are different types of bullying including physical, verbal and online (cyberbullying).
- To know that there may be times when they see or become aware of bullying happening to others, either in person or online.
- To know that bullying may target someone's appearance, beliefs or abilities.
- To know who they should tell about bullying, whether it is happening to them or others.

Relationship support (repeated in staying safe)

- To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway.
- To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.

Key stage 2: Year 5/6

Skills

The role of family

- Discussing how the time spent with family may change as they get older and how these relationships might evolve.
- Reflecting on how they support their families, how their families support them and why this is important to their family.
- Exploring different ways parents or carers might protect and show care for their children.
- Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect).

Diversity in family structures

- Analysing how different contexts can influence family roles and relationships.
- Recognising and respecting different types of families.

Family support

- Recognising when a family relationship seems unsafe or unhealthy.

Healthy friendships

- Considering the importance of friendships and the different ways friendships can enhance our lives.
- Suggesting ways people can make new friends throughout their lives.
- Recognising that friendships will change and evolve over time.
- Describing some signs of unhealthy or unhappy friendships.

Friendship challenges

- Resolving conflict using calm, assertive communication (e.g. "I feel... when you..." statements).
- Self-identifying when they need to adjust their behaviour.
- Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.
- Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future.

Respecting each other

- Using courtesy and manners in a variety of situations, such as: Being late. Forgetting something. Admitting a mistake. Challenging something respectfully. In a new or unfamiliar environment.
- Considering how to apply respectful behaviour across different settings (e.g. school, public places, online).
- Practising adapting communication to show respect in formal and informal situations, with both peers and adults.
- Recognising situations where their personal preferences may conflict with others' needs and to respond appropriately (e.g. not playing music aloud on transport, being aware of body space).

Understanding boundaries

- Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements).
- Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.

Respectful conflict

- Recognising when to stand up for themselves and when to compromise.
- Discussing real-life examples of balancing their own needs with others.
- Practising discussing disagreements without blaming others or over-reacting.

Self-respect and self-esteem

- Recognising and celebrating their own identity and what makes them unique.
- Reflecting on personal values and how these should influence their behaviour and choices.
- Setting personal goals and planning how to work towards them.*
- Practising self-care strategies that support emotional wellbeing.

Valuing diversity

- Noticing where stereotypes might appear such as in books, games, adverts or everyday language.
- Considering how people are shown respect or disrespect in real-life situations, such as in the news or sport.
- Practising ways to safely speak out against unfairness or exclusion, using respectful language.

Bullying

- Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders.
- Demonstrating safe and effective ways to respond to bullying, both in person and online.

Relationship support (repeated in Staying safe)

- Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*
- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*

Knowledge

The role of family

- To know that 'commitment' means promising to be with someone through good and bad times.
- To know that marriage and civil partnerships are a legal commitment between two people based on love and care.
- To know that parents/carers are there to guide children and protect them and this might mean them setting boundaries or rules.
- To know that families should support and protect the physical and mental health of all members and provide love and security to children.*

Diversity in family structures

- To know that family functions (e.g. support and caregiving) may be shared differently in different families.
- To know that the central function of any family is to provide stability and safety to its members, especially children.

Family support

- To know they can speak to someone at school or Childline if a family relationship is making them feel unsafe.
- To know that families should support and protect the physical safety and mental health of all members.*

Healthy friendships

- To know that close friendships are important for people's happiness and mental health.
- To know that signs of unhealthy friendships might be: One-sidedness. Frequent criticism. Controlling behaviours. Constant conflict. Unreliable or untrustworthy actions.
- To know that how people deal with fallouts and disagreements can affect how strong their friendships become.
- To know that people who pressure, lie, or break promises may not be trustworthy.
- To know that it is ok to end a friendship if it is unhealthy or makes them unhappy.

Friendship challenges

- To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques).
- To know that it is important to regulate our responses to emotions so they do not control our feelings and actions.*
- To know that if conflict exists, using violence or aggression is not acceptable and will make things worse.

Respecting each other

- To know that respect can also mean recognising someone's role or responsibility, e.g. showing respect to teachers, leaders or people in public service.
- To know that people should try to balance their own needs and wants with the needs and rights of those around them to be respectful.
- To know that people have a responsibility to each other to behave appropriately and fairly.

Understanding boundaries

- To know that healthy relationships involve mutual trust, respect and consent.
- To know that it is okay to say no, to change a decision, or to change a boundary, even if permission was previously given.
- To know that crossing someone's boundary, even as a joke, can harm trust and damage relationships.
- To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe.

Respectful conflict

- To know how to express needs and boundaries respectfully and confidently.
- To know the difference between being assertive, passive, aggressive and controlling (coercive).
- To know that they can be kind and respectful to others without ignoring their own needs.

Self-respect and self-esteem

- To know that behaving in a way that aligns with our values contributes to self-respect.*
- To know that self-respect supports good mental health and happiness and aids personal growth.
- To know that identity includes values, beliefs, likes, dislikes and cultural background.
- To know that developing interests and achieving goals helps build self-esteem.

Valuing diversity

- To know that discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability.
- To know that stereotypes can be harmful because they limit what people believe they can do or become.

Bullying

- To know that a bystander is someone who sees or knows that bullying is happening but does not take part or take action.
- To know that an upstander is someone who witnesses bullying and chooses to take safe and appropriate action.
- To know that bullying can seriously affect the mental health of those involved and can have a long-term impact.
- To know how to get help from trusted adults, school procedures or external support services (e.g. Childline).

Relationship support (repeated in Staying safe)

- To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.

The online world

EYFS – Not applicable

Key Stage 1: Year 1/2

Skills

Being online

- Recognising some occasions when they are online in their everyday life.

Online relationships

- Identifying activities that can be done online with others and those that are done in person.
- Recognising that polite behaviour in person is the same as polite behaviour online.

Risks and harms

- Recognising that screen time can distract people from doing something important.

Responsible and safe use

- Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups).
- Checking with a trusted adult before they use new apps or websites.
- Beginning to identify when someone has shared too much information about themselves online.

Reporting online

- Recognising when something online makes them feel scared, worried, uncomfortable or unsafe.

Knowledge

Being online

- To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online.

Online relationships

- To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person.

Risks and harms

- To know that too much screen time can interfere with other healthy habits.
- To know that people choose what they share online and that not everything shared online is real or true.
- To know that some online is not intended or suitable for children.

Responsible and safe use

- To know that information shared online might be seen by a lot of people.
- To know it is unsafe to share some information online.
- To know that people can search online for information or answers to questions.
- To know that no-one should share photos or videos of someone else online without permission.

Reporting online

- To know who trusted adults are and how to report concerns about online content or behaviour.

Key Stage 2: Year 3/4

Skills

Being online

- Identifying what the internet can be used for.

Online relationships

- Identifying the benefits and challenges of online and in-person communication.
- Communicating respectfully and appropriately in an online environment.
- Recognising that disrespectful online communication can have a negative impact on others.

Risks and harms

- Recognising that excessive screen time can affect people’s mood or stop them from doing other things they enjoy.
- Identifying some types of online bullying behaviour.

Responsible and safe use

- Choosing whether to accept a friend request in an online game.
- Recognising that some online features are not suitable for all ages.
- Questioning whether online information, including from search engines, is accurate.
- Comparing information from several online sources to help decide which is most reliable.

Reporting online

- Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.

Knowledge

Being online

- To recognise that many everyday activities involve being online, even when it is not obvious.

Online relationships

- To know that the same respectful behaviours apply online as in person.
- To know that online communication can make misunderstandings more likely.

Risks and harms

- To know they should only communicate online with others they know, not with people they do not know.
- To know that bullying can happen online.
- To know that some information online may be inaccurate or misleading.

Responsible and safe use

- To know that once something is shared online, even privately, they no longer have control over who sees it.
- To know that even when they are speaking to friends online, they should not share private information.
- To know that some apps and websites have age restrictions which are there to keep children safe.

Reporting online

- To know how to take a screenshot or screen-grab to save online information as evidence.

Key Stage 2: Year 5/6

Skills

Being online

- Recognising that online experiences can have both positive and negative effects.

Online relationships

- Identifying the benefits of in-person relationships on their wellbeing.
- Recognising the effect of online interactions on personal wellbeing.

Risks and harms

- Recognising that changes in mood or self-esteem may be linked to time spent online.
- Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour.
- Recognising a wide range of bullying and harassment behaviours online and their impact.

Responsible and safe use

- Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested.
- Recognising that some apps and websites have age restrictions because of their content or features.
- Evaluating information they see online, including the difference between fact and opinion.

Reporting online

- Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).

Knowledge

Being online

- To know that specific online activities are designed for different purposes (e.g communication, entertainment or learning).

Online relationships

- To know that in-person interactions can offer advantages that online interactions may not have.

Risks and harms

- To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious.
- To know that online content is often edited and carefully chosen.
- To know that personal data includes information about a person, including their online behaviour and interests.
- To know that apps, websites and games can collect personal data, including location information.

Responsible and safe use

- To know that there are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting).

Reporting online

- To know how to report concerns on different online platforms.
- To know that reporting online concerns to a trusted adult is always important.

Citizenship

EYFS: Reception

Developing confidence and responsibility and making the most of their abilities

- Sharing their opinions in different sized groups.
- Setting and working towards a simple goal with adult support.

Preparing to play an active role as citizens

- Following simple classroom and school rules with adult support.
- Taking part in group routines by helping, sharing, tidying and caring for the classroom.
- Recognising some right and wrong choices in familiar situations.
- Practising basic listening skills.

Developing confidence and responsibility and making the most of their abilities

- To know that they can get better at something by trying and practising.

Preparing to play an active role as citizens

- To know that rules help them make the right choices to keep everyone safe and happy.
- To know that people need to listen and take turns when talking together.

Key Stage 1: Year 1/2

Skills

Developing confidence and responsibility and making the most of their abilities

- Giving reasons for their opinions.
- Describing some different jobs.

Preparing to play an active role as citizens

- Explaining why babies and young children need help from adults to meet their needs.
- Explaining why voting is a fair way to decide something that affects many people.
- Identifying some groups they belong to.
- Describing some of the ways they and others help the school and local environment.
- Explaining why rules are important.
- Sharing their opinion and trying to persuade others.

Knowledge

Developing confidence and responsibility and making the most of their abilities

- To know it is important to listen carefully to others’ ideas.

Preparing to play an active role as citizens

- To know that babies and young children need help to eat, sleep, get dressed and stay clean.
- To know that different pets need looking after in different ways.
- To know that voting allows everyone to have a say, even though some people may not get the outcome they want.
- To know that different coins and notes are worth different amounts.
- To know that everybody has a responsibility to care for the school and local environment.
- To know that many people earn money by having a job but income can also come from other sources.

Key Stage 2: Year 3/4

Skills

Developing confidence and responsibility and making the most of their abilities

- Recognising a wider range of jobs available.
- Identifying their personal strengths and skills and considering how these relate to jobs.
- Explaining some common gender stereotypes, why they are unhelpful and how to challenge them.
- Explaining the pros and cons of changing careers.

Preparing to play an active role as citizens

- Identifying things that can and cannot be recycled.
- Explaining how reducing, reusing and recycling resources can help the environment.
- Describing the local council’s role in looking after the local area.

- Recognising the ways in which people’s rights can support and protect them.

Knowledge

Developing confidence and responsibility and making the most of their abilities

- To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping.
- To know that stereotypes can restrict people’s sense of what they can do or become.
- To know that getting value for money involves considering the cost, usefulness and quality of items.
- To know that budgeting involves planning how to spend and save available money.

Preparing to play an active role as citizens

- To know that rights are basic freedoms that belong to every person in the world.
- To know that ‘reduce’ means using less, ‘reuse’ means using things again and ‘recycle’ means turning old materials into new ones.
- To know that reducing waste is better than reusing and reusing is better than recycling.
- To know that different people (e.g. adults, police, politicians) work to protect people’s rights.
- To know that responsibilities are things people need to do to look after themselves, other people and places.
- To know that the local council is responsible for deciding how money is best spent in the local community.

Key Stage 2: Year 5/6

Skills

Developing confidence and responsibility and making the most of their abilities

- Describing the issues they care about.
- Classifying spending decisions as needs or wants.
- Explaining how to safeguard their money online and offline.
- Explaining the risks of gambling.
- Recognising common stereotypes related to different jobs.

Preparing to play an active role as citizens

- Explaining what happens when someone breaks the law.
- Explaining why prejudice and discrimination are wrong and the effect they can have on people and the community.
- Recognising that the rights and responsibilities of different groups may not always align.
- Explaining how some people have contributed to their community and beyond.
- Role-playing a local council surgery.
- Explaining how they can influence what happens in Parliament.

Knowledge

Developing confidence and responsibility and making the most of their abilities

- To understand that borrowing money may require paying more than the original amount due to interest.
- To understand that gambling involves risking money with a significant chance of losing it.

Preparing to play an active role as citizens

- To know that prejudice is making unfair assumptions about someone based on certain information.
- To know that discrimination is treating someone differently or unfairly because of certain characteristics, such as age, gender or religion.
- To know that there are laws to protect people's rights and ensure they are treated fairly and kept safe.
- To know that there are consequences if laws are broken.
- To know that setting up community groups is one way people can contribute to their community.
- To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes.
- To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community.
- To know that elections allow people to vote for a Member of Parliament to represent them in Parliament.
- To know that people pay taxes to fund Government and local spending.

Staying Safe

EYFS: Reception

Recognising unsafe personal situations

- Recognising when something makes them feel uncomfortable, worried or unsure.

Relationship support

- Recognising adults who can help them.

Road and rail safety

- Practising walking safely near roads with an adult.

Water safety

- N/A

Hazards at home and away

- Listening to and following multi-step safety instructions.

Calling the emergency services

- N/A

Drugs, alcohol, tobacco and vaping

- N/A

Recognising unsafe personal situations

- To know that if something feels wrong or unsafe, they should tell a trusted adult.

Relationship support

- To know that trusted adults can help them with worries, friendship issues or feeling unsafe.

Road and rail safety

- To know that they should not touch dogs they do not know.

Hazards at home and away

- To know that some adults may ask them to stop, wait or move away from something to help keep them safe.

Key Stage 1: Year 1/2

Skills

Recognising unsafe personal situations

- Identifying when touch is safe (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked).
- Discussing what types of touch they do and do not like from friends and family members.

Relationship support (repeated in Connecting with others)

- Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.*
- Naming some trusted adults at home and school.*

Road and rail safety

- Identifying safe places to walk on the pavement.
- Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads.

Water safety

- Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding there is a danger of drowning.

Hazards at home and away

- Recognising when something may be dangerous in the home.
- Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why.
- Following simple safety rules in different settings.

Calling the emergency services (developed further in Health protection and First aid units)

- Identifying some emergency situations.*

Drugs, alcohol, tobacco and vaping

- Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).

Knowledge

Recognising unsafe personal situations

- To understand that their body is special and it belongs to them.*
- To know the correct names for private body parts, including the penis, testicles, vulva and vagina.*
- To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission.
- To know that a stranger is anybody that they do not know.
- To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry).

Relationship support (repeated in Connecting with others)

- To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.
- To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.

Road and rail safety

- To know the ‘Stop, Look and Listen’ rule for crossing a road.
- To know that a helmet should be worn when biking or scooting.

- To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers).

Water safety

- To know that they should never go near or enter the water without an adult supervising.
- To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help.

Hazards at home and away

- To know that some things in the home can be harmful.

Calling the emergency services (developed further in Health protection and First aid units)

- To know that 999 is the number to dial in an emergency.*
- To know the emergency services are the police, fire and ambulance services.*

Drugs, alcohol, tobacco and vaping

- To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful.
- To know that they should never touch or taste something if they do not know what it is.
- To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission.
- To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).

Key Stage 2: Year 3/4

Skills

Recognising unsafe personal situations

- Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member).
- Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets).
- Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play.

Relationship support (repeated in Connecting with others)

- Practising how they would ask for help and say 'no' in certain situations.*
- Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).*

Road and rail safety

- Explaining how to safely cross roads using a variety of crossing types.
- Identifying various risks on roads and ways to make them safer.

Water safety

- Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures).
- Explaining some water safety signs and their meaning.

Hazards at home and away

- Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios.
- Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean.

Calling the emergency services (developed further in Health protection and First aid units)

- Identifying different ways of getting help in an emergency, including phoning 999. *

Drugs, alcohol, tobacco and vaping

- Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).

Knowledge

Recognising unsafe personal situations

- To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.
- To know the correct terms for private body parts, including the scrotum and nipples.
- To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).
- To know that feeling and being unsafe can happen even with someone they know.
- To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware.
- To know that they should not share personal information with people they do not know and trust, including online.

Relationship support (repeated in Connecting with others)

- To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway.
- To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.

Road and rail safety

- To know some common road-crossing types.
- To know some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways).

Water safety

- To know that swimming in open water is usually more dangerous than swimming in a swimming pool.
- To know that if someone else is in trouble in the water they should throw in something that floats.

Hazards at home and away

- To know that thinking ahead and considering potential risks can help prevent accidents.
- To know that fire can spread quickly and should never be played with.
- To know that appliances and household products should only be used for the purpose they are designed for.

Calling the emergency services (developed further in Health protection and First aid units)

- To know that an operator will ask which emergency service is needed, what happened and where. *

Drugs, alcohol, tobacco and vaping

- To know that alcohol and smoking/ vaping are legal for adults but illegal for children.
- To know that alcohol and smoking/vaping both have harmful effects on the body.
- To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful.

Key Stage 2: Year 5/6

Skills

Recognising unsafe personal situations

- Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online.
- Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help.
- Practising how to ask for, give or refuse permission or consent in a range of situations.

Relationship support (repeated in Connecting with others)

- Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*
- Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*
- Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*

Road and rail safety

- Identifying safe places to cross a road and describing different strategies to cross safely.
- Explaining how to safely cross a railway line, at identified crossing points.
- Identifying various risks on railways and ways to make them safer.

Water safety

- Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks.

Hazards at home and away

- Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety.
- Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places).
- Assessing whether a situation is hazardous and explaining why.
- Considering how to respond to hazards in a range of situations, including those involving peers.

Calling the emergency services (developed further in Health protection and First aid units)

- Identify situations where calling 999 is appropriate vs not.*
- Recognising other ways of getting help when it is needed, but is not an emergency.*
- Explaining why filming an incident is not usually the right course of action in an emergency.*

Drugs, alcohol, tobacco and vaping

- Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco).
- Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis).
- Explaining the risks and consequences of using harmful substances and practising how to say 'no'.

Knowledge

Recognising unsafe personal situations

- To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign.
- To know that someone asking them to keep conversations or photos private, especially online, may be unsafe.
- To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people.

- To know that not everyone online is who they say they are.
- To know that the absence of permission or consent means that a situation is likely to be unsafe.

Relationship support (repeated in Connecting with others)

- To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.

Road and rail safety

- To know some common safety issues when crossing the road or around railways.
- To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines.
- To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway.

Water safety

- To know what beach safety flags tell us about the conditions.
- To know the water safety code (Stop and think, Stay together, call 999, float).

Hazards at home and away

- To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices.
- To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks).
- To know that some environments carry higher risk and require greater caution.

Calling the emergency services (developed further in Health protection and First aid units)

- To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.*
- To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.*

Drugs, alcohol, tobacco and vaping

- To know that drugs are substances that change how the body or mind works.
- To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor.
- To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health.
- To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children.
- To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

Growing up

EYFS: Reception

Changing bodies

- Identifying tasks they can complete independently and other areas where adult assistance is still required.

Changing bodies

- To know that as they grow older, they learn to do more things for themselves.

Key Stage 1: Year 1/2

Skills

Changing bodies

- 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”).*

Knowledge

Changing bodies

- To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique.
- To know that bodies are different and unique and that it is not kind or respectful to comment on someone else’s body.
- To know that humans grow and change as they get older, from babies to children to teenagers to adults.
- To know that growing up means becoming more independent in looking after ourselves.
- To understand that their body is special and belongs to them.*
- To know that some parts of the body are private and that they should always respect their own and others' privacy.
- To know the correct names for private body parts* (e.g. penis, vulva, vagina, testicles, scrotum and nipples).
- To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with.
- To know that physical changes to the body are a normal part of growing up and becoming an adult.

Key Stage 2: Year 3/4

Skills

Changing bodies

- Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings.
- Describing some emotional changes that happen during adolescence.
- Communicating personal boundaries clearly (e.g. “I’m not comfortable with that”).*

Knowledge

Changing bodies

- To know that unkind or negative comments about someone’s body can affect how they feel about themselves and that it is important to treat all bodies with respect.

- To know that their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal.
- To know that as their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings).
- To know that one of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle).
- To know that during a period a small amount of blood leaves the body from the vagina each month.
- To know that periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help.
- To know that some people experience discomfort or pain during their period and that this is common.
- To know the correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair).
- To know that they should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up.

Key Stage 2: Year 5/6

Skills

Growing bodies

- Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence.
- Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings).
- Describing the stages of the menstrual cycle.
- Challenging behaviour that crosses personal boundaries, while staying respectful and safe.*

Knowledge

Changing bodies

- To know that everyone's body changes during puberty in different ways and at different times and that making comments about these changes can be unkind and harmful.
- To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles).
- To know that the stage in which an individual changes from a child to an adult is called 'puberty' and this happens over a period of time as more hormones are released into the body.
- To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle.
- To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness.
- To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable.
- To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable.
- To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up.
- To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help).
- To know that wet dreams and erections are natural physical changes that happen to most boys during puberty.
- To know that a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep.
- To know that an erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.

Health Protection

EYFS: Reception

Preventing illness

- Practising washing their hands at appropriate times.

Dealing with common injuries

- N/A

Sun safety

- N/A

Support with physical health

- Asking an adult for help when they cannot meet a personal need by themselves.

Calling the emergency services

- N/A

Preventing illness

- To know that washing hands helps keep them clean and healthy.

Support with physical health

- To know that they can do some personal care tasks by themselves and ask for help when needed.

Key Stage 1: Year 1/2

Skills

Preventing illness

- Practising how to wash their hands properly using soap and water.
- Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing).

Dealing with common injuries

- Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump).

Sun safety

- Choosing appropriate clothing and preparation for different weather conditions (e.g. a hat, sunglasses and sunscreen when hot).

Support with physical health

- Telling an adult when they feel unwell, tired, or hurt.
- Beginning to describe common signs of illness (e.g. “My tummy hurts”, “I feel dizzy”).

Calling the emergency services (builds on learning from staying safe)

- Identifying some emergency situations.*

Knowledge

Preventing illness

- To know that germs can live on hands and surfaces even when they cannot be seen.
- To know that washing hands with soap and water helps remove germs that can make people ill.
- To know that people should cover their mouths when they cough or sneeze and put tissues in the bin.
- To know that people have check-ups with doctors, nurses and dentists to help them stay healthy.
- To know that sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly.
- To know that some people need to use medicine often, such as inhalers, to help keep them well.

Dealing with common injuries

- To know that head bumps should always be told to an adult.
- To know that first aid is the immediate help given to someone who is hurt or unwell.
- To know that ice packs can help bruises or bumps.
- To know that it is important for broken skin to be cleaned to ensure germs cannot enter the body.
- To know that their role is to get help from a trusted adult, not to try to fix the injury themselves.

Sun safety

- To know that wearing a hat and covering skin can help keep them safe in the sun.
- To know that they should drink water when it is hot to stay well.

Support with physical health

- To know that they should tell a trusted adult if something hurts or feels wrong in their body.
- To know some common signs of illness, e.g. a tummy ache, feeling hot or cold, coughing or sneezing.
- To know that medicines, when used properly, can help people feel better.

Calling the emergency services (builds on learning from staying safe)

- To know that 999 is the number to dial in an emergency.*

Key Stage 2: Year 3/4

Skills

Preventing illness

- Explaining how germs and infection can spread from person to person.
- Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness.
- Beginning to explore how decisions about health (like vaccination) are based on evidence and advice from medical professionals.

Dealing with common injuries

- Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services.

Sun safety

- Applying sunscreen with supervision.
- Describing ways they can protect themselves in the sun.

Support with physical health

- Describing physical health concerns clearly to an adult.
- Deciding when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching).
- Beginning to judge when a physical concern may need help from a health professional.

Calling the emergency services (builds on learning from staying safe)

- Role-playing making a 999 call.*
- Recognising what makes a call to 999 clear and efficient.
- Recognising which emergency service is needed in different scenarios.*
- Identifying different ways of getting help in an emergency, including phoning 999. *

Knowledge

Preventing illness

- To know that germs can spread through touch, coughs, sneezes and shared objects.
- To know that handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading.
- To know that vaccines help the body build protection (immunity) against certain diseases without getting the illness first.
- To know that vaccines teach the body how to fight off germs.
- To know that vaccines have helped reduce or stop the spread of some serious diseases.
- To know that viruses and bacteria are both types of germs that can cause illness.

Dealing with common injuries

- To know that if someone cannot breathe it is a medical emergency.
- To know that if someone is losing a lot of blood it is a medical emergency.
- To know that if someone is unable to respond to you it may be a medical emergency.
- To know that pressure can help stop bleeding.
- To know that back slaps can help dislodge an object that is causing someone to choke.
- To know that cold water can help with minor burns.
- To know that someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help.

Sun safety

- To know that sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer.
- To know that sunscreen should go on all uncovered skin on sunny days, even in the UK.
- To know that sunscreen needs reapplying every two hours or after swimming.
- To know that sunscreen comes in different sun protection factors (SPFs) and that a higher SPF offers more protection against the sun.
- To know that they should aim to stay out of the sun in the hottest part of the day.

Support with physical health

- To know that giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help.
- To know that not all physical discomfort needs an adult straight away and that some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed themselves.
- To know that some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss, tiredness.

- To know that there are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing.
- To know that getting help early can prevent a health issue from becoming worse.
- To know that antibiotics can treat some illnesses caused by bacteria but do not work against viruses.

Calling the emergency services (builds on learning from staying safe)

- To know that an operator will ask which emergency service is needed, what happened and where.*
- To know how to dial 999 on a locked mobile phone.*

Sex Education

Key Stage 2: Year 6

Skills

Sex education (non-statutory)

- Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs.
- Describing, in simple terms, how a baby is conceived and born (e.g. that sexual intercourse is the way humans reproduce).
- Asking questions about growing up, relationships, conception and birth in a respectful and appropriate way.

Knowledge

Sex education (non-statutory)

- To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex).
- To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older.
- To know that pregnancy begins when a fertilised egg grows in the uterus.
- To know that a baby develops in the uterus for approximately nine months.
- To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.
- To know that there are different ways people can become parents, including through IVF and adoption.
- To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.

INCLUSION OF ALL PUPILS IN RSHE LESSONS

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. This is reviewed as part of the Assess, Plan, Do, Review cycle.

IMPACT

Both Ofsted and the DfE has shown that **strong RSHE is not only linked to the development of good personal, social and moral outcomes in children and young people but to good academic outcomes too**. At Thakeham Primary School, our curriculum will develop each child through encouraging a strong sense of respect and responsibility, for themselves, their peers, their family and within our local community and the wider world. We support our children to be co-operative, caring citizens for the future.

We measure the impact of our curriculum through the following methods:

- Through observations of their learning, contributions to class discussion, reflections in their RSHE floor books and completed activities.
- Governor monitoring with our subject link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils' practical learning.
- Use of floor books in EYFS, KS1 and Year 3/4 to evidence work produced and topics discussed during lessons.

