

Curriculum Intent – Knowledge Builder

PHSE - Primary Curriculum

Subject Intent Statement: Our aim is to provide excellent Personal, Social, Health and Economic (PSHE) education through which our pupils will develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We believe PHSE helps children and young people to stay healthy and safe, while developing resilience and self-esteem and preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key knowledge	Key Knowledge	Key Knowledge:	Key Knowledge:	Key Knowledge:	Key Knowledge:
Core Theme: Health and Wellbeing Healthy lifestyles H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading Mental health H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H19. to recognise when they	Core Theme: Health and Wellbeing Healthy lifestyles H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy Mental Health H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their	Core Theme: Health and Wellbeing Healthy lifestyles H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health Mental health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use	Core Theme: Health and Wellbeing Healthy lifestyles H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with	Core Theme: Health and Wellbeing Healthy lifestyles H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	Core Theme: Health and Wellbeing Healthy lifestyles H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better Ourselves growing and changing H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H27. about preparing to move to a new class/year group Keeping safe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better Ourselves growing and changing H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group Keeping safe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,	when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations Ourselves growing and changing H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Keeping safe H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online	other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health Mental health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H24 problem solving strategies for dealing with emotions, challenges and change including the transition to new schools. Ourselves growing and changing H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health Mental health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings	Mental health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult
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H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)	swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) Drugs alcohol and tobacco H37. about things that people can put into their body or on their skin; how these can affect how people feel	and how to report concerns, inappropriate content and contact	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene Keeping safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Ourselves growing and changing H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking H30. to identify the external genitalia and internal reproductive	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Ourselves growing and changing H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that
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				organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene Keeping safe H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries² Drugs alcohol and tobacco H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can	there are ways to prevent a baby being made); how babies need to be cared for¹ H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages Keeping safe H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries² H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³ Drugs alcohol and tobacco
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				become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
Core Theme: Relationships Families and close positive relationships R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve	Core Theme: Relationships Families and close positive relationships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Core Theme: Relationships Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	Core Theme: Relationships Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	Core Theme: Relationships Families and close positive relationships R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to	Core Theme: Relationships Families and close positive relationships R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy Managing hurtful behaviour and bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Safer relationships R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard Respecting self and others	Friendships R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy Managing hurtful behaviour and bullying R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Safer relationships R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Friendships R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Managing hurtful behaviour and bullying R19 about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Friendships R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Managing hurtful behaviour and bullying R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Friendships R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Friendships R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
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R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard Respecting self and others R25. how to talk about and share their opinions on things that matter to them	and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Respecting self and others R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those	R21 about discrimination: what it means and how to challenge it R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Respecting self and others R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Managing hurtful behaviour and bullying R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it Safe relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Managing hurtful behaviour and bullying R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it Safe relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to
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		they disagree with	topical issues, respect other people's point of view and constructively challenge those they disagree with	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Respecting self and others R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Respecting self and others R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
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				R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
Core Theme: Living in the Wider World Shared responsibilities L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment Communities L4. about the different groups they belong to L6. to recognise the ways, they are the same as, and different to, other people Economic wellbeing: Money L10. what money is; forms that money comes in; that money comes from different sources L12. about the difference between needs and wants; that sometimes people may not always be able to	Core Theme: Living in the Wider World Shared responsibilities L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment Communities L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people Media literacy and digital resilience L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in	Core Theme: Living in the Wider World Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community	Core Theme: Living in the Wider World Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	Core Theme: Living in the Wider World Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities L6. about the different groups that make up their community; what living in a community means	Core Theme: Living in the Wider World Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Communities L6. about the different groups that make up their community; what living in a community means

have the things they want Economic wellbeing: Aspirations, work and career L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do	everyday life L9. that not all information seen online is true Economic wellbeing: Money L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this Economic wellbeing: Aspirations, work and career L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	Media literacy and digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images Economic wellbeing: Money L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' Economic wellbeing: Aspirations, work and career L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced Media literacy and digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images Economic wellbeing: Money L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants Economic wellbeing: Aspirations work and career L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced Media literacy and digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced Media literacy and digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability
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				Economic wellbeing: Money L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions Economic wellbeing: Aspirations work and career L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	of sources and identify misinformation Economic wellbeing: Money L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions Economic wellbeing: Aspirations work and career L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have
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					more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
Key skills being able to take turns and share understand ways in which they are all unique to learn self-regulation to communicate feelings to others to identify special people communicate if they are worried keep emotionally and physically safe online and outside	Key Skills contribute to the life of the classroom and school including constructing rules understand how these rules help them and others recognise how their uniqueness is special give constructive support and feedback to others	Key skills how to contribute to the life of the classroom and school including maintaining friendships begin to learn self-regulation and strategies for managing intense emotions to realise that there are many differences between people to recognise different types of teasing, anti-social behaviour and bullying including cyber-bullying	Key Skills: discuss why we have school rules about health and safety demonstrate capacity to be a positive role model carry out basic emergency aid procedures be able to get help understand the difference between physical, mental and emotional health	Key Skills: Contribute to the life of the school with increasing sense of responsibility Explain and interpret rules and why we need them Develop capacity to help themselves and others in difficult situations Develop a growth mindset Develop the capacity to articulate a range of feelings	Key Skills: Contribute to the life of the school with increasing sense of responsibility - assume leadership roles and support younger children - accept personal responsibility for their own behaviour, efforts and outcomes - accept responsibility for the environment Develop understanding of the impact of personal behaviours in a wide range of situations eg relationships, environmental

recognise that their behaviour can affect other people	to think about themselves, to learn from their experiences, to recognise and celebrate their strengths	develop strategies to resist teasing or bullying who to go to and how to get help	show resilience and self-confidence deepen their understanding of good and not so good feelings	to recognise that they may experience conflicting emotions and when they might need to listen to others or overcome these -revision	choices, choices in terms of money or personal well being Explain and interpret rules and why we need them
recognise what is fair and unfair, kind and unkind, right and wrong and that people's bodies and feelings can be hurt	set simple but challenging goals develop a Growth Mindset	recognise a bystander and how to challenge	extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	develop the skills to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong- revision	Apply understanding of how to develop physical, mental and emotional wellbeing.
recognise different types of teasing and bullying	recognise that their behaviour can affect other people	to develop ways of staying safe online including use of personal information and the code of conduct	recognise and respond appropriately to a wider range of feelings in others		Develop awareness of how different feelings affect them and begin to express a wide range of emotions
use strategies to resist teasing or bullying	recognise what is fair and unfair, kind and unkind, right and wrong	to resolve differences by looking at alternatives, seeing and respecting others' points of views, making decisions and explaining choices		develop strategies for keeping safe online (revision)	to recognise that they may experience conflicting emotions and when they might need to listen to others or overcome these -revision
seek help when needed	recognise when people are being unkind and how respond		develop the skills to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong	develop empathy, understanding and appreciation of diversity	
communicate feelings to others	recognise different types of teasing and bullying	recognise that choices can have positive, neutral and negative consequences	develop strategies for keeping safe online (revision)	to recognise and challenge stereotypes,	develop the skills to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong- revision
recognise how others show feelings and how to respond	use strategies to resist teasing or bullying	recognise opportunities to make their own choices about a balanced lifestyle	to realise the nature and consequences of teasing, bullying and aggressive behaviours	to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
listen to other people	seek help when needed			to consider the lives of people living in other places, and people with different values and customs	
play and work cooperatively	rules for, and ways of keeping emotionally and physically safe	identify people who are responsible for helping them stay healthy and safe	to recognise and challenge stereotypes,	to increase understanding of how money affects economic well being	develop strategies for keeping safe online (revision)
solve conflicts	use ICT responsibly	feel confident to ask for help when needed	to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	to assess risks in different situations and decide how to manage them responsibly (including sensible road use)	develop strategies to resist negative peer pressure
recognise and celebrate their strengths	resolve simple arguments through negotiation and restorative justice	identify the different types of relationships they have	to consider the lives of people living in other places, and people with different values and customs	build resilience in risk-taking and managing risk	to demonstrate understanding and tolerance
set goals	talk about change and loss and the associated feelings (revision)	to show resilience in choices over relationships	to develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'	build resilience, perseverance and growth mindset	to challenge stereotypes and appreciate diversity
develop a Growth Mindset	about people who look after them, their family networks, who to go to if they are worried and how to attract their attention	to appreciate differences and similarities between people	strategies for keeping physically and emotionally safe including road safety and safety in the environment	identify how using a mobile phone responsibly can positively affect mental health	develop self-confidence, self-belief and self esteem
understand how to maintain personal hygiene	recognise ways in which we are the same as all other people; what we have in common with everyone else	to recognise differences arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability			begin to articulate personal ambition and aspiration
talk about how some diseases are spread and can be controlled	identify the 'special people' who work in their community and who are responsible for looking after them and protecting them	to be able to listen and respond respectfully to a wide range of people	develop strategies for getting support for themselves or for others at risk		develop understanding of when risk taking is beneficial and when it is dangerous
recognize that household products, including medicines, can be harmful	how to cope in an emergency including dialing 999	reflect on previous goals and celebrate their achievements			build resilience, perseverance and growth mindset
recognise how others show feelings and how to respond					
talk about how they are growing and changing					
understand the need to return things that have been borrowed					

talk about change and loss and the associated feelings to talk about what they like and dislike, how to make informed choices that improve their physical and emotional health to recognise and accept that choices can have good and not so good consequences	recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health recognise that choices can have good and not so good consequences how to maintain personal hygiene how some diseases are spread (including by poor hygiene) and can be controlled to develop simple skills to help prevent diseases spreading the responsibilities they have for their own health and that of others to understand that money comes from different sources and can be used for different purposes to understand what 'saving money' means and where we can keep money to understand the role money plays including how to manage it, keep it safe, make choices about spending it and what influences those choices be able to say how they are the same as, and different to, others recognise when to say 'yes', 'no', 'I'll ask' and 'I'll tell' learn the difference between secrets and surprises and when it is OK to keep a secret and when it isn't judge what kind of physical contact is comfortable or uncomfortable, acceptable or unacceptable and how to respond talk about how they have changed and grown physically and emotionally; the different kind of responsibilities they have with increasing independence; what they want to be when they are older and	develop resiliency, perseverance and determination develop a Growth Mindset begin to understand different types of loss develop skills for coping with loss and change	take responsibility for their actions and understand how this affects their environment to differentiate between the terms 'risk', 'danger' and 'hazard' build resilience, perseverance and growth mindset identify how using a mobile phone responsibly can positively affect mental health begin to understand the process of puberty		identify how using a mobile phone responsibly can positively affect mental health understand the process of puberty
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	how they can contribute to their community				
Key Vocabulary Basic body parts, medicine, hygiene, germs Words to describe feelings such as sad, happy, scared, worried, unhappy, upset, angry, proud, excited, anxious Values vocabulary of words such as co-operation, fairness, perseverance, determination, sharing,	Key Vocabulary Body parts including the external genitals, medicine, drugs, tobacco, alcohol, healthy, hygiene, disease, germ Words to describe emotions such as confused, anxious, worried, proud, confident Words to describe people such as unique, special, different, older, younger, Values vocabulary of words such as co-operation, fairness, perseverance, determination, sharing, tolerant, respect, responsibility Words to describe actions such as choice, cooperate, find a solution, risk taking, keeping safe	Key Vocabulary: From KS1 KS2: Mental health, physical health, wellbeing, precise vocabulary to express feelings eg anxiety, confusion, worry, anger, fear, negative feelings, confidential, secret, balanced lifestyle single parents, same-sex parents, step-parents, blended families, foster parents bystander, cyber bullying, social media, images consequences, anti-social behaviour human rights, liberty, tolerance, democracy, rule of law, mutual respect reflection, celebration, personal goal, achievement, perseverance, determination, resilience, growth mindset Values vocabulary of words such as co-operation, fairness, perseverance, determination, sharing, tolerant, respect, responsibility	Key Vocabulary: cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability, stereotype, discrimination risk, danger, hazard, resilience, risk taking, safety, emergency, first aid puberty, menstruation, period, biological names for external genitals, interest, loan, 'debt, tax, cash, credit card, debit card peer pressure range of conflicting emotions eg isolated, lonely, concerned, confident, comfortable, uncomfortable, compassion, concern discussion, debate, issues Values vocabulary of words such as co-operation, fairness, perseverance, determination, sharing, tolerant, respect, responsibility	Key Vocabulary: Values vocabulary of words such as co-operation, fairness, perseverance, determination, sharing, tolerant, respect, responsibility Reliability, sources of information human rights, liberty, tolerance, democracy, rule of law, mutual respect prejudice, discrimination, empathy, understanding, appreciation, national, regional, religious, ethnic, identities, values, traditions, customs environment, sustainable, reduce, reuse, repair, recycle, fairtrade teasing, name-calling, bullying, trolling, harassment, excluding of others, appropriate, inappropriate marriage, civil partnership, legal declaration, commitment	Key Vocabulary: Values vocabulary of words such as co-operation, fairness, perseverance, determination, sharing, tolerant, respect, responsibility human rights, liberty, tolerance, democracy, rule of law, mutual respect prejudice, discrimination, empathy, understanding, appreciation, national, regional, religious, ethnic, identities, values, traditions, customs job, career, goal, ambition, self-confidence, self-belief, self-esteem, opportunity, potential, trade, business, apprenticeship, college, university gambling, data, commercial, anonymous, uncomfortable, confidential