Year	Term	Topic	Key learning objectives
R	Autumn 1		**30-50 Months - Personal, Social and Emotional Development**
			Self-Confidence and Self-Awareness
			• To select and use activities and resources with help.
			• To welcome and value praise for what they have done.
			• To enjoy the responsibility of carrying out small tasks.
			• To be more outgoing towards unfamiliar people and more confident in new social situations.
			• To be confident talking to other children when playing and communicate freely about own home and community.
			• To show confidence in asking adults for help.
			Managing Feelings and Behaviour
			• To be aware of own feelings and know that some actions and words can hurt others' feelings.
			• To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.
R	Autumn 2		• To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.
			• To usually adapt behaviour to different events, social situations and changes in routine.
			Making Relationships
			• To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
			• To initiate play, offering cues to peers to join them.
			• To keep play going by responding to what others are saying or doing.
			• To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
			30-50 Months - Physical Development
			Health and Self-Care
			• To tell adults when hungry or tired, or when they want to rest or play.
			• To gain more bowel and bladder control and can attend to toileting needs most of the time themselves.
			• To usually manage washing and drying hands.
R	Spring 1		• To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
			30-50 Months - Understanding the World
			People and Communities
			• To show interest in the lives of people who are familiar to them.
			• To remember and talk about significant events in their own experiences.
			• To recognise and describe special times or events for family or friends.
			• To show interest in different occupations and ways of life.
			• To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.
			40-60 Months - Personal, Social and Emotional Development

R	**Spring 2**	Self-Confidence and Self-Awareness • To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities. Managing Feelings and Behaviour • To explain own knowledge and understanding, and ask appropriate questions of others. • To take steps to resolve conflicts with other children, e.g. finding a compromise. Making Relationships • To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • To be aware of the boundaries set and of behavioural expectations in the setting. • To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
R	**Summer 1**	**40-60 Months - Physical Development** Health and Self-Care • To eat a healthy range of foodstuffs and understand a need for variety in food. • To usually be dry and clean during the day. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To practice some appropriate safety measures without direct supervision. **ELG - Personal, Social and Emotional Development** Self-Confidence and Self-Awareness • To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
R	**Summer 2**	Managing Feelings and Behaviour • To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making Relationships • To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. **ELG - Physical Development** Health and Self-Care •To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

1	Autumn 1	Me and My Relationships	**Relationships Education: Families and people who care for me** 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. **Relationships Education: Caring friendships** 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. **Relationships Education: Being safe** 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 1. That mental wellbeing is a normal part of daily life, in the same way as physical health. 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

			6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
1	Autumn 2	Valuing Differences	**Relationships Education: Families and people who care for me** 1. That families are important for children growing up because they can give love, security and stability. 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. **Relationships Education: Caring friendships** 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

				Physical Health and Mental Wellbeing (Health Education): Mental wellbeing 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
1	Spring 1	Being My Best		**Relationships Education: Caring friendships** 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. **Physical Health and Mental Wellbeing (Health Education): Healthy eating** 1. What constitutes a healthy diet (including understanding calories and other nutritional content)? 2. The principles of planning and preparing a range of healthy meals. 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Physical Health and Mental Wellbeing (Health Education): Health and prevention** 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
1	Spring 2	Keeping Myself Safe		**Relationships Education: Families and people who care for me** 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Relationships Education: Caring friendships** 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

			Relationships Education: Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. Where to get advice e.g. family, school and/or other sources. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. **Physical Health and Mental Wellbeing (Health Education): Physical health and fitness** 1. The characteristics and mental and physical benefits of an active lifestyle. 3. The risks associated with an inactive lifestyle (including obesity). **Physical Health and Mental Wellbeing (Health Education): Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. **Physical Health and Mental Wellbeing (Health Education): Health and prevention** 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
1	Summer 1	**Rights and Responsibilities**	**Relationships Education: Respectful relationships** 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. **Physical Health and Mental Wellbeing (Health Education): Health and prevention** 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. **Physical Health and Mental Wellbeing (Health Education): Basic first-aid** 1. How to make a clear and efficient call to emergency services if necessary.

				2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
1	Summer 2	Growing and Changing		**Relationships Education: Families and people who care for me** 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Relationships Education: Caring friendships** 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **Relationships Education: Respectful relationships** 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. Where to get advice e.g. family, school and/or other sources. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

			Physical Health and Mental Wellbeing (Health Education): Physical health and fitness 4. How and when to seek support including which adults to speak to in school if they are worried about their health. **Physical Health and Mental Wellbeing (Health Education): Changing adolescent body** 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2	Autumn 1		**Relationships Education: Caring friendships** 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
2	Autumn 2	**Feelings and emotions and valuing difference**	**Relationships Education: Families and people who care for me** 1. That families are important for children growing up because they can give love, security and stability. 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

				Relationships Education: Caring friendships
				1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
2	**Spring 1**	**Healthy Lifestyles**		**Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. **Physical Health and Mental Wellbeing (Health Education): Physical health and fitness** 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

			Physical Health and Mental Wellbeing (Health Education): Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content)? **Physical Health and Mental Wellbeing (Health Education): Health and prevention** 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and science relating to allergies, immunisation and vaccination. **Physical Health and Mental Wellbeing (Health Education): Basic first-aid** 1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
2	Spring 2	Keeping Safe	**Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **Physical Health and Mental Wellbeing (Health Education): Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
2	Summer 1	Growing and changing	**Relationships Education: Being safe** 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. **Physical Health and Mental Wellbeing (Health Education): Changing adolescent body** 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11,

				including physical and emotional changes.
2	Summer 2	Healthy Relationships		**Relationships Education: Caring friendships** 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. Where to get advice e.g. family, school and/or other sources. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. **Physical Health and Mental Wellbeing (Health Education): Basic first-aid** 1. How to make a clear and efficient call to emergency services if necessary.
3	Autumn 1	Me and My Relationships		**Relationships Education: Families and people who care for me** 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and

			sharing each other's lives.
			Relationships Education: Caring friendships
			1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
			2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
			3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
			4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
			Relationships Education: Respectful relationships
			1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
			2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
			3. The conventions of courtesy and manners.
			Relationships Education: Being safe
			1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
			Physical Health and Mental Wellbeing (Health Education): Mental wellbeing
			2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
			3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
			4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
			Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
			4. Why social media, some computer games and online gaming, for example, are age restricted.
3	Autumn 2	Valuing Differences	**Relationships Education: Families and people who care for me**
			1. That families are important for children growing up because they can give love, security and stability.
			2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
			3. That others' families, either in school or in the wider world, sometimes look different from their family,

| | | | but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
Relationships Education: Respectful relationships
1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
Relationships Education: Online relationships
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
Physical Health and Mental Wellbeing (Health Education): Mental wellbeing
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. |
| 3 | Spring 1 | Keeping Myself Safe | **Relationships Education: Online relationships**
1. That people sometimes behave differently online, including by pretending to be someone they are not.
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. How information and data is shared and used online.
Relationships Education: Being safe
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital |

			context). 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. **Physical Health and Mental Wellbeing (Health Education): Internet safety and harms** 1. That for most people the internet is an integral part of life and has many benefits. 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. Where and how to report concerns and get support with issues online. **Physical Health and Mental Wellbeing (Health Education): Healthy eating** 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Physical Health and Mental Wellbeing (Health Education): Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
3	Spring 2	Rights and Responsibiliti es	**Relationships Education: Online relationships** 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **Relationships Education: Being safe** 8. Where to get advice e.g. family, school and/or other sources. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **Physical Health and Mental Wellbeing (Health Education): Internet safety and harms** 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
3	Summer 1	Being My Best	**Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

			2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. **Relationships Education: Online relationships** 1. That people sometimes behave differently online, including by pretending to be someone they are not. **Physical Health and Mental Wellbeing (Health Education): Healthy eating** 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. The principles of planning and preparing a range of healthy meals. 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Physical Health and Mental Wellbeing (Health Education): Health and prevention** 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
3	Summer 2	Growing and Changing	**Relationships Education: Caring friendships** 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Online relationships** 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. **Relationships Education: Being safe** 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **Physical Health and Mental Wellbeing (Health Education): Basic first-aid** 1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. **Physical Health and Mental Wellbeing (Health Education): Changing adolescent body** 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

				2. About menstrual wellbeing including the key facts about the menstrual cycle.
4	Autumn 1	Me and My Relationships		**Relationships Education: Caring friendships** 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 4. The importance of self-respect and how this links to their own happiness. 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 1. That mental wellbeing is a normal part of daily life, in the same way as physical health. 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. **Physical Health and Mental Wellbeing (Health Education): Internet safety and harms** 5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment

				can take place, which can have a negative impact on mental health.
4	**Autumn 2**	**Valuing Differences**		**Relationships Education: Families and people who care for me** 1. That families are important for children growing up because they can give love, security and stability. 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. **Relationships Education: Caring friendships** 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. 4. The importance of self-respect and how this links to their own happiness. 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

				Relationships Education: Online relationships
				5. How information and data is shared and used online.
				Relationships Education: Being safe
				1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
				3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
				5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
				Physical Health and Mental Wellbeing (Health Education): Mental wellbeing
				4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
				Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
				2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
				6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
4	**Spring 1**	**Keeping Myself Safe**		**Relationships Education: Caring friendships**
				5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
				Relationships Education: Respectful relationships
				4. The importance of self-respect and how this links to their own happiness.
				6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
				Relationships Education: Online relationships
				3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
				5. How information and data is shared and used online.
				Relationships Education: Being safe
				1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
				4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
				5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

			6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
			Physical Health and Mental Wellbeing (Health Education): Mental wellbeing
			4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
			Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
			3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
			Physical Health and Mental Wellbeing (Health Education): Healthy eating
			1. What constitutes a healthy diet (including understanding calories and other nutritional content)?
			3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
			Physical Health and Mental Wellbeing (Health Education): Health and prevention
			5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
4	**Spring 2**	**Rights and Responsibilities**	**Relationships Education: Respectful relationships**
			3. The conventions of courtesy and manners.
			5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
			6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
			Relationships Education: Online relationships
			2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
			5. How information and data is shared and used online.
			Relationships Education: Being safe
			6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
			7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
			8. Where to get advice e.g. family, school and/or other sources.
			Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
			6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
			7. Where and how to report concerns and get support with issues online.
			Physical Health and Mental Wellbeing (Health Education): Physical health and fitness
			4. How and when to seek support including which adults to speak to in school if they are worried about their health.

| 4 | Summer 1 | Being My Best | **Relationships Education: Caring friendships**
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
Relationships Education: Respectful relationships
1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
4. The importance of self-respect and how this links to their own happiness.
Physical Health and Mental Wellbeing (Health Education): Healthy eating
1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. The principles of planning and preparing a range of healthy meals.
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Physical Health and Mental Wellbeing (Health Education): Basic first-aid
1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| 4 | Summer 2 | Growing and Changing | **Relationships Education: Families and people who care for me**
1. That families are important for children growing up because they can give love, security and stability.
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Relationships Education: Caring friendships
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or |

			advice from others, if needed. **Relationships Education: Respectful relationships** 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). **Physical Health and Mental Wellbeing (Health Education): Changing adolescent body** 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. About menstrual wellbeing including the key facts about the menstrual cycle.
5	Autumn 1	**Me and My Relationships**	**Relationships Education: Caring friendships** 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

			3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
			4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
			5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
			Relationships Education: Respectful relationships
			1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
			3. The conventions of courtesy and manners.
			4. The importance of self-respect and how this links to their own happiness.
			5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
			Relationships Education: Online relationships
			2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
			3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
			Physical Health and Mental Wellbeing (Health Education): Mental wellbeing
			1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
			2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
			3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
			4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
			8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
			9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
			Relationships Education: Families and people who care for me
5	Autumn 2	Valuing Differences	3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also

characterised by love and care.

Relationships Education: Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Relationships Education: Respectful relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.
4. The importance of self-respect and how this links to their own happiness.
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Relationships Education: Online relationships

2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. How information and data is shared and used online.

Relationships Education: Being safe

				1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
				Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
				2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
				3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
				5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
				6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
5	**Spring 1**	**Keeping Myself Safe**		**Relationships Education: Caring friendships**
				5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
				Relationships Education: Respectful relationships
				1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
				2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
				4. The importance of self-respect and how this links to their own happiness.
				5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
				8. The importance of permission-seeking and giving in relationships with friends, peers and adults.
				Relationships Education: Online relationships
				1. That people sometimes behave differently online, including by pretending to be someone they are not.
				2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
				3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
				4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
				5. How information and data is shared and used online.

			Relationships Education: Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. **Physical Health and Mental Wellbeing (Health Education): Internet safety and harms** 4. Why social media, some computer games and online gaming, for example, are age restricted. 5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. Where and how to report concerns and get support with issues online. **Physical Health and Mental Wellbeing (Health Education): Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
5	**Spring 2**	**Rights and Responsibilities**	**Relationships Education: Online relationships** 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **Physical Health and Mental Wellbeing (Health Education): Internet safety and harms** 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. **Physical Health and Mental Wellbeing (Health Education): Physical health and fitness** 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. The risks associated with an inactive lifestyle (including obesity). **Physical Health and Mental Wellbeing (Health Education): Healthy eating** 1. What constitutes a healthy diet (including understanding calories and other nutritional content)?
			Relationships Education: Families and people who care for me

5	Summer 1	Growing and Changing	2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Relationships Education: Caring friendships** 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. 4. The importance of self-respect and how this links to their own happiness. 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. About the concept of privacy and the implications of it for both children and adults; including that it is

			not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. Where to get advice e.g. family, school and/or other sources. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **Physical Health and Mental Wellbeing (Health Education): Changing adolescent body** 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. About menstrual wellbeing including the key facts about the menstrual cycle.
5	Summer 2	Being My Best	**Physical Health and Mental Wellbeing (Health Education): Internet safety and harms** 4. Why social media, some computer games and online gaming, for example, are age restricted. **Physical Health and Mental Wellbeing (Health Education): Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. **Physical Health and Mental Wellbeing (Health Education): Basic first-aid** 1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
6	Autumn 1	Me and My Relationships	**Relationships Education: Families and people who care for me** 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Relationships Education: Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Relationships Education: Respectful relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

4. The importance of self-respect and how this links to their own happiness.

5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Relationships Education: Online relationships

2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

| | | | | 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. How information and data is shared and used online.
Relationships Education: Being safe
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. Where to get advice e.g. family, school and/or other sources.
Physical Health and Mental Wellbeing (Health Education): Mental wellbeing
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
1. That for most people the internet is an integral part of life and has many benefits.
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
7. Where and how to report concerns and get support with issues online. |
| **6** | **Autumn 2** | **Valuing Differences** | | **Relationships Education: Families and people who care for me**
1. That families are important for children growing up because they can give love, security and stability.
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. |

			4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Relationships Education: Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Relationships Education: Respectful relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

3. The conventions of courtesy and manners.

5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Physical Health and Mental Wellbeing (Health Education): Mental wellbeing

6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Physical Health and Mental Wellbeing (Health Education): Internet safety and harms

2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

				6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
6	**Spring 1**	**Keeping Myself Safe**		**Relationships Education: Families and people who care for me** 1. That families are important for children growing up because they can give love, security and stability. **Relationships Education: Caring friendships** 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 4. The importance of self-respect and how this links to their own happiness. 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. **Relationships Education: Online relationships** 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. How information and data is shared and used online. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

			2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
			3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
			7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
			Physical Health and Mental Wellbeing (Health Education): Mental wellbeing
			1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
			3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
			4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
			5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
			6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
			7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
			9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
			Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
			3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
			4. Why social media, some computer games and online gaming, for example, are age restricted.
			5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
			7. Where and how to report concerns and get support with issues online.
			Physical Health and Mental Wellbeing (Health Education): Healthy eating
			3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
			Physical Health and Mental Wellbeing (Health Education): Drugs, alcohol and tobacco
			1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
			Relationships Education: Respectful relationships
6	Spring 2	Rights and	7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

		Responsibilities	8. The importance of permission-seeking and giving in relationships with friends, peers and adults.
			Relationships Education: Online relationships
			1. That people sometimes behave differently online, including by pretending to be someone they are not.
			Physical Health and Mental Wellbeing (Health Education): Mental wellbeing
			1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
			5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
			Physical Health and Mental Wellbeing (Health Education): Internet safety and harms
			4. Why social media, some computer games and online gaming, for example, are age restricted.
			6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
6	Summer 1	Growing and Changing	**Relationships Education: Families and people who care for me**
			2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
			3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
			4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
			6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
			Relationships Education: Respectful relationships
			1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
			2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
			4. The importance of self-respect and how this links to their own happiness.
			7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
			Relationships Education: Online relationships
			1. That people sometimes behave differently online, including by pretending to be someone they are not.
			3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
			4. How to critically consider their online friendships and sources of information including awareness of the

risks associated with people they have never met.

5. How information and data is shared and used online.

Relationships Education: Being safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

8. Where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing (Health Education): Mental wellbeing

2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Physical Health and Mental Wellbeing (Health Education): Internet safety and harms

2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Physical Health and Mental Wellbeing (Health Education): Changing adolescent body

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11,

			including physical and emotional changes. 2. About menstrual wellbeing including the key facts about the menstrual cycle.
6	**Summer 2**	**Being My Best**	**Relationships Education: Families and people who care for me** 1. That families are important for children growing up because they can give love, security and stability. **Relationships Education: Caring friendships** 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Relationships Education: Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 4. The importance of self-respect and how this links to their own happiness. 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Relationships Education: Online relationships** 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **Relationships Education: Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. **Physical Health and Mental Wellbeing (Health Education): Mental wellbeing** 1. That mental wellbeing is a normal part of daily life, in the same way as physical health. 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

			7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. **Physical Health and Mental Wellbeing (Health Education): Internet safety and harms** 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. **Physical Health and Mental Wellbeing (Health Education): Physical health and fitness** 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. **Physical Health and Mental Wellbeing (Health Education): Basic first-aid** 1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. **Physical Health and Mental Wellbeing (Health Education): Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.