

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding emotions Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. Understands their own and other people's feelings, offering empathy and comfort. Talks about their own and	Understanding emotions Responds to the feelings of others, showing concern and offering comfort. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Sense of self	Understanding emotions May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions Participates more in collective cooperation as their experience of routines and understanding of some	Understanding emotions Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. Seeks support, "emotional refuelling" and practical help in new or challenging situations. Is more able to manage their	Understanding emotions Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Understanding emotions Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. Seeks ways to manage conflict, for example through holding back, sharing,
	others' feelings and behaviour and its consequences	Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the	boundaries grows Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including	feelings and tolerate situations in which their wishes cannot be met. Sense of self	Sense of self Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages	negotiation and compromise. Sense of self Shows their confidence and self-esteem through being
	Sense of self	way they talk about	excitement and anxiety, guilt	Is sensitive to others'	they hear from others.	outgoing towards people,
	Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences of gender, ethnicity and ability. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.	themselves Is gradually learning that actions have consequences but not always the consequences the child hopes for. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Making relationships Is becoming more able to separate from their close carers and explore new situations with support and	and self-doubt. Sense of self Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups.	messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Making relationships Shows empathy and concern for people who are special to them by partially matching others' feelings with their	Has a clear idea about what they want to do in their play and how they want to go about it. Making relationships Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. Enjoys playing alone, alongside and with others, inviting	taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Making relationships Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.

B s s p s w c e ii R w a f w p o F C ii a o h c n C d a p b E f u v	Making relationships Builds relationships with special people but may show anxiety in the presence of strangers. Seeks out companionship with adults and other children, sharing experiences and play ideas. Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. Health and self care Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. Observes and can describe in words or actions the effects of physical activity on their bodies. Eats a healthy range of foodstuffs and understands need for variety in food	encouragement from another familiar adult. Uses their experiences of adult behaviours to guide their social relationships and interactions. Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Health and self care Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. Can wash and can dry hands effectively and understands why this is important. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad People and communities Beginning to have their own Enjoys joining in with family customs and routines - Talks about past and present events in their own life and in the lives of family members	Making relationships Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Health and self care Begins to recognise danger and seeks the support and comfort of significant adults. Can mirror the playful actions or movements of another adult or child People and communities Learns that they have similarities and differences that connect them to, and distinguish them from, others Remembers and talks about significant events in their own experience.	own, e.g. may offer a child a toy they know they like. Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Health and self care Dresses 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. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important People and communities Recognises and describes special times or events for family or friends Knows that other children do not always enjoy the same things, and is sensitive to this	others to play and attempting to join others' play. Is proactive in seeking adult support and able to articulate their wants and needs. Health and self care Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others People and communities Shows interest in different occupations and ways of life indoors and outdoors	Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship Health and self care Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience People and communities Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
F	People and communities Has a sense of own immediate family and					

	relations and pets Shows interest in the lives of people who are familiar to them.					
Key Skills	Communication, self-care	Communication, self-care	Communication, self-care	Communication, self-care	Communication, self-care	Communication, self-care
Key subject links	Anti-bullying	Anti-bullying	Feelings/emotions	Feelings/emotions	Healthy living week	Link to science - hygiene etc
Key Vocabulary	Happy, sad, wants, needs, rules	Rules, respect	Boundaries, mirror	I am good at	Healthy, unhealthy, exercise, wants, needs,	Water, food, exercise. Same, different
Key themes and values	Respect, responsibility, rules	Respect, responsibility	Safety, rules	Self-care, Aspirations	Respect, safety,	Inclusivity
Year 1	KS1 TEAM (Relationships)	KS1 Think Positive (Health and Wellbeing)	KS1 Diverse Britain (Living in the Wider World)	KS1 Be Yourself (Relationships)	KS1 It's My Body (Health and Wellbeing)	KS1 Aiming High (Living in the Wider World)
	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to R24. how to listen to other people and play and	H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they	L1. about what rules are, why they are needed, and why different rules are needed for different situations L4. about the different groups they belong to R21. about what is kind and unkind behaviour, and how this can affect others L5. about the different roles and responsibilities people have in their community L2. how people and other living things have different needs; about the responsibilities of caring for them	H21. to recognise what makes the special H22. to recognise the ways in which we are all unique H12. to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H15. to recognise that not everyone feels the same at	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel	H24. how to manage when finding things difficult L14. that everyone has different strengths H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them L16. different jobs that

work cooperatively R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths H23. to identify what	need help with feelings; that it is important to ask for help with feelings; and how to ask for it H1. about what keeping healthy means; different ways to keep healthy H18. different things they can do to manage big feelings, to help calm themselves R21. about what is kind and unkind behaviour, and how this can affect others H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good H11. about different feelings that humans can experience H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H11. about different feelings that humans can experience H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feels lonely and what to do R25. how to talk about and share their opinions on things	L3. about things they can do to help look after their environment R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people R23. to recognise the ways in which they are the same and different to others L6. to recognise the ways they are the same as, and different to, other people R25. how to talk about and share their opinions on things that matter to them	the same time, H23. to identify what they are good at, what they like and dislike R25. how to talk about and share their opinions on things that matter to them H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R25. how to talk about and share their opinions on things that matter to them	unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H10. about the people who help us to stay physically healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H2. about foods that support good health and the risks of eating too much sugar H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into	people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs H21. to recognise what makes them special H24. how to manage when finding things difficult L15. that jobs help people to earn money to pay for things H20. about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better

	they are good at, what they like and dislike	that matter to them H11. about different feelings that humans can experience R25. how to talk about and share their opinions on things that matter to them H13. how feelings can affect people's bodies and how they behave			their body or on their skin; how these can affect how people feel H1. about what keeping healthy means; different ways to keep healthy H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	
Key Skills	How to develop healthy relationships	Understanding emotions	Understanding emotions	Open communication. Developing a positive self-image and self-worth	Online safety Understanding emotions Keeping safe	Budgeting
Key subject links	Anti-Bullying Key support network Internet safety	Anti-Bullying Key support network	Global goals Geography Anti-bullying	Anti-bullying	Anti-Bullying Key support network	Money (maths)
Key Vocabulary	active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind	achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond,	accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United	angry, body language, calm, change, confidence, content, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried	bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise,	achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine, skill, star qualities, strength, success, training

		rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries	Kingdom		touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash	
Key themes and values	Respect, responsibility, rules	Respect, inclusivity, diversity	Diversity Inclusivity	Aspiration Empowerment	Respect	Playing an active part in society
Year 2	KS1 VIPs (Relationships) H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe	KS1 Safety First (Health and Wellbeing) H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H8. how to keep safe in the sun and protect skin from sun damage H35. about what to do if there is an accident and someone is hurt H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely R14. that sometimes people	KS1 One World (Living in the Wider World) H2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life L6. to recognise the ways they are the same as, and different to, other people L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people L3. about things they can do to help look after their environment	KS1 Digital Wellbeing (Relationships) L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to	KS1 Money Matters (Living in the Wider World) L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do	KS1 Growing Up (Health and Wellbeing) R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to

feelings R6. about how	may behave differently online,	adults they don't know	use when asking for help;
people make friends and	including by pretending to be	H28. about rules and age	importance of keeping trying
what makes a good	someone they are not	restrictions that keep us safe	until they are heard
friendship	R15. how to respond safely to	H34. basic rules to keep safe	R22. about how to treat
H23. to identify what	adults they don't know	online, including what is meant	themselves and others with
they are good at, what	R13. to recognise that some	by personal information and	respect; how to be polite and
they like and dislike	things are private and the	what should be kept private;	courteous
R8. simple strategies to	importance of respecting	the importance of telling a	R23. to recognise the ways in
resolve arguments	privacy; that parts of their	trusted adult if they come	which they are the same and
between friends positively	body covered by underwear	across something that scares	different to others
R9. how to ask for help if	are private	them	H20. about change and loss
a friendship is making	R16. about how to respond if		(including death); to identify
them feel unhappy	physical contact makes them		feelings associated with this;
R10. that bodies and	feel uncomfortable or unsafe		to recognise what helps people
feelings can be hurt by	R18. about the importance of		to feel better
words and actions; that	not keeping adults' secrets		H22. to recognise the ways in
people can say hurtful	(only happy surprises that		which we are all unique
things online	others will find out about		H25. to name the main parts
R11. about how people may	eventually)		of the body including external
feel if they experience	R19. basic techniques for		genitalia (e.g. vulva, vagina,
hurtful behaviour or	resisting pressure to do		penis, testicles)
bullying]	something they don't want to		H26. about growing and
R12. that hurtful	do and which may make them		changing from young to old
behaviour (offline and	unsafe		and how people's needs change
online) including teasing,	R20. what to do if they feel		H27. about preparing to move
name-calling, bullying and	unsafe or worried for		to a new class/year group
deliberately excluding	themselves or others; who to		
others is not acceptable;	ask for help and vocabulary to		
how to report bullying;	use when asking for help;		
the importance of telling	importance of keeping trying		
a trusted adult	until they are heard		
R16. about how to respond	H33. about the people whose		
if physical contact makes	job it is to help keep us safe		
them feel uncomfortable	H36. how to get help in an		
or unsafe	emergency (how to dial 999		
R24. how to listen to	and what to say)		
other people and play and			
work cooperatively			
R25. how to talk about			

	and share their opinions on things that matter to them R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperatively H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R7. about how to recognise when they or someone else feels lonely and what to do					
Key Skills	Healthy relationships	Asking an appropriate adult for help	Recognising the importance and values of difference	Healthy relationships	Budgeting	Boundaries
Key subject links	Anti-bullying Key support network Internet safety	Classroom rules Road/public safety	Science - evolution	Anti-bullying Internet safety	Money week	Link to science
Key Vocabulary	achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team,	999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water	affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world	access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message,	bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet,	999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water

	thoughtful, time, trust, trusted adult			pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call	want, work	
Key themes and values	Respect, tolerance	Danger, safety	Respect, inclusivity, tolerance	Respect, inclusivity, tolerance	Respect. Empowerment	Diversity, inclusivity, respect
Year 3	LKS2 TEAM (Relationships) H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties);	LKS2 Think Positive (Health and Wellbeing) H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity	LKS2 Diverse Britain (Living in the Wider World) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L3. about the relationship between rights and responsibilities L6. about the different groups that make up their community; what living in a community means L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L2. to recognise there are human rights, that are there to protect everyone L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L7. to value the different	LKS2 Be Yourself (Relationships) H18. about everyday things that affect feelings and the importance of expressing feelings H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R31. to recognise the importance of self respect and how this can affect their thoughts and feelings about themselves; that everyone,	LKS2 It's My Body (Health and Wellbeing) H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	LKS2 Aiming High (Living in the Wider World) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/ perceived failures, including how to re-frame L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have

that the same principles apply to online friendships as to face-to-face relationships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions	contributions that people and groups make to the community L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes R21. about discrimination: what it means and how to challenge it R32 about thesecting the	including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships H17. to recognise that feelings can change over time and range in intensity H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R13. the importance of seeking support if feeling lonely or excluded H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations R15. strategies for recognising and managing peer influence and a desire	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smaking)	more than one career/ type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L26. that there is a broad range of different
e.g. teamwork, communication and	can affect feelings; ways of expressing and managing grief and bereavement H24.	for challenging stereotypes R21. about discrimination: what it means and how to	proportionately in different situations R15. strategies for	on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies	achievements and interests and how these contribute to a sense of self-worth
	including the transition to new schools H28. to identify personal strengths, skills, achievements	between people and recognising what they have in common with others e.g. physically, in personality or	friendships; to recognise the effect of online actions on others R28. how to recognise	exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce	have; that people often have more than one career/ type of job during their life L32. to recognise a variety of

	and interests and how these	background	pressure from others	the risk of skin cancer	routes into careers (e.g.
	contribute to a sense of	R34. how to discuss and	to do something unsafe or	H14, how and when to seek	college, apprenticeship,
	self-worth		that makes them feel		
		debate topical issues, respect		support, including which adults	university)
	H29. about how to manage	other people's point of view	uncomfortable and strategies	to speak to in and outside	
	setbacks/ perceived failures,	and constructively challenge	for managing this	school, if they are worried	
	including how to reframe	those they disagree with	R29. where to get advice and	about their health	
	unhelpful thinking		report concerns	H38. how to predict, assess	
	H36. strategies to manage		if worried about their own or	and manage risk in different	
	transitions between classes		someone else's personal safety	situations	
	and key stages		(including online)	H46. about the risks and	
	R13. the importance of		L4. the importance of having	effects of legal drugs common	
	seeking support if feeling		compassion towards others;	to everyday life (e.g.	
	lonely or excluded		shared responsibilities	cigarettes,	
			we all have for caring for	e-cigarettes/vaping, alcohol	
			other people and living things;	and medicines) and their	
			how to show care and concern	impact on health; recognise	
			for others	that drug use can become a	
			L11. recognise ways in which	habit which can be difficult to	
			the internet and social media	break	
			can be used both positively	H45. that female genital	
			and negatively	mutilation (FGM)	
			L16. about how text and	is against British law, what to	
			images in the media	do and whom to tell if they	
			and on social media can be	think they or someone	
			manipulated or invented;	they know might be at risk	
			strategies to evaluate the	R18. to recognise if a	
			reliability of sources and	friendship (online	
			identify misinformation	or offline) is making them feel	
			H24. problem-solving	unsafe or uncomfortable; how	
			strategies for dealing	to manage this and	
			with emotions, challenges and	ask for support if necessary	
			change, including the	H48. about why people choose	
			transition to new schools	to use or not use drugs	
			H29. about how to manage	(including nicotine, alcohol	
			setbacks/ perceived failures,	and medicines)	
			including how to re-frame	R25. recognise different	
			unhelpful thinking	types of physical contact;	
			R30. that personal behaviour	what is acceptable and	
			can affect other	unacceptable; strategies to	

				people; to recognise and model respectful behaviour online	respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	
Key Skills	Communication. Expressing wants and needs	Healthy lifestyles	Understanding rights and rules	Recognising healthy relationships	Personal health	Career goals
Key subject links	Computing - E-Safety Transitions	Science - food and nutrition PE	Geography - diversification of land as well as people Science - inheritance and genetics	Link to science- bodies, life cycle	Link to global goals	Aspiration
Key Vocabulary	achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise, conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, teammates, teamwork,	anger, anxious, attitude, aware, brain, brave, breathing, challenge, changes, chemicals, consequences, control, curious, determination, different, distract, dopamine, effort, embarrassment, endorphins, exciting, experience, failure, flexible, grief, guilt, happiness, jealousy, joy, mental health, mindfulness, mistakes, oxytocin, peace, perseverance, practise, prepare, problem, relax, represent, sadness, serotonin, shame, strategies, strengths,	care, celebrate, challenge, citizen, common rights, concern, county, culture, customs, debate, democracy, discrimination, discuss, diverse, diversity, equality, ethnic, freedom, government, human rights, identity, liberty, multicultural, national, polite, prejudice, protect, region, regional, religious, rights-respecting, society, stereotype, tolerance, tradition, values	achievements, actions, advertisements, assertive, comfortable, confident, consequences, dares, effects, emotional, forceful, gloating, hide, impact, influence, manipulated, mind, mistake, positive, pressure, pride, pushy, resist, resolution, resolve, right, rude, scared, sorry, strategies, strengths, support	addiction, alcohol, allergies, balanced, bedtime, caffeine, Childline, cigarettes, consent, consequence, contagious, decision, dietary, drugs, e-cigarettes, habit, harmful, health, heart rate, hormones, hydrated, hygiene, illegal, immunisation, independence, infection, legal, nicotine, prescription, relax, resilience, restricted, routine, sleep hygiene, tobacco, vaccinations, vaping, vitamins	accomplish, action, attribute, background, behaviour, challenge, curriculum vitae/CV, determination, develop, effort, employer, equal, experience, fair, gender, growth mindset, information, learning, obstacles, opportunities, race, resilience, responsibilities, role, setbacks, stereotype, strive, target

	transition, unhelpful	success, techniques, uncomfortable, unpleasant, weaknesses, worry				
Key themes and values	Teamwork	Resilience	Diversity Rights	Respect, kindness, conflict management, inclusivity	Empathy	Inclusivity
Year 4	LKS2 VIPs	LKS2 Safety First (Health	LKS2 One World (Living in	LKS2 Digital Wellbeing	LKS2 Money Matters (Living	LKS2 Growing Up (Health
	(Relationships)	and Wellbeing)	the Wider World)	(Relationships)	in the Wider World)	and Wellbeing)
	R1. to recognise that	H35. about the new	L2. to recognise there are	H13. about the benefits of	L17. about the different ways	H17. to recognise that
	there are different types	opportunities and	human rights, that are there	the internet; the importance	to pay for things and the	feelings can change over time
	of relationships (e.g.	responsibilities that	to protect everyone	of balancing time online	choices people have about this	and range in intensity
	friendships, family	increasing independence may	L3. about the relationship	with other activities;	L18. to recognise that people	H18. about everyday things
	relationships, romantic	bring	between rights and	strategies for managing time	have different attitudes	that affect feelings and
	relationships, romantic	H37. reasons for following and	responsibilities	online	towards saving	the importance of expressing
	relationships)	complying with	L4. the importance of having	H37. reasons for following and	and spending money; what	feelings
	R6. that a feature of	regulations and restrictions	compassion towards others;	complying with regulations and	influences people's decisions;	H19. a varied vocabulary to
	positive family life is	(including age restrictions);	shared responsibilities we all	restrictions	what makes something 'good	use when talking
	caring relationships; about	how they promote personal	have for caring for other	(including age restrictions);	value for money'	about feelings; about how to
	the different ways in	safety and wellbeing with	people and living	how they promote personal	L19. that people's spending	express feelings in
	which people care for one	reference to social media,	things; how to show care and	safety and wellbeing	decisions can	different ways
	another	television programmes, films,	concern for others	with reference to social	affect others and the	H20. strategies to respond to
	R8. to recognise other	games and online gaming	L5. ways of carrying out	media, television programmes,	environment (e.g.	feelings, including
	shared characteristics of	H38. how to predict, assess	shared responsibilities for	films, games and online gaming	Fair trade, buying single-use	intense or conflicting feelings;
	healthy family life,	and manage risk in	protecting the environment in	H42. about the importance of	plastics, or giving to charity)	how to manage and
	including commitment,	different situations	school and at home; how	keeping personal information	L20. to recognise that people	respond to feelings
	care, spending time	H39. about hazards (including	everyday choices can affect	private; strategies	make spending decisions based	appropriately and
	together; being there for	fire risks) that may	the environment (e.g.	for keeping safe online,	on priorities, needs and wants	proportionately in different
	each other in times of	cause harm, injury or risk in	reducing, reusing, recycling;	including how to manage	L21. different ways to keep	situations
	difficulty	the home and what they	food choices)	requests for personal	track of money	H26. that for some people
	R9. how to recognise if	can do to reduce risks and	L7. to value the different	information or images of	L22. about risks associated	gender identity does not
	family relationships are	keep safe	contributions that people and	themselves and	with money (e.g. money can be	correspond with their
	making them feel unhappy	H43. about what is meant by	groups make to the community	others; what to do if	won, lost or stolen) and ways	biological sex
	or unsafe, and how to	first aid; basic techniques for	L8. about diversity: what it	frightened or worried	of keeping money safe	H30. to identify the external
	seek help or advice	dealing with common injuries	means; the benefits of living	by something seen or read	L24. to identify the ways that	genitalia and internal
	R10. about the importance	H44. how to respond and react	in a diverse community; about	online and how to report	money can impact on people's	reproductive organs in males
	of friendships; strategies	in an emergency situation; how	valuing diversity within	concerns, inappropriate	feelings and emotions	and females and how

for building positive	to identify situations that may	communities	content and contact	L26. that there is a broad	the process of puberty
friendships; how positive	require the emergency	L9. about stereotypes; how	L11. recognise ways in which	range of different	relates to human reproduction
friendships support	services; know how to contact	they can negatively influence	the internet and social media	jobs/careers that people can	H31. about the physical and
wellbeing	them and what to say	behaviours and attitudes	can be used both	have; that people often have	emotional changes
R11. what constitutes a	R24. how to respond safely	towards others; strategies	positively and negatively	more than one career/type of	that happen when approaching
positive healthy	and appropriately to	for challenging stereotypes	L12. how to assess the	job during their life	and during puberty (including
friendship (e.g. mutual	adults they may encounter (in	L19. that people's spending	reliability of sources of	L29. that some jobs are paid	menstruation, key facts about
respect, trust,	all contexts including	decisions can affect others	information online; and how	more than others and money is	the menstrual cycle and
truthfulness, loyalty,	online) whom they do not know	and the environment (e.g. Fair	to make safe, reliable choices	one factor which	menstrual wellbeing, erections
kindness, generosity,	R9. how to recognise if family	trade, buying single-use	from search results	may influence a person's job or	and wet dreams)
sharing interests and	relationships are	plastics, or giving to charity)	L13. about some of the	career choice; that people may	H32. about how hygiene
experiences, support with	making them feel unhappy or	R32. about respecting the	different ways	choose to do voluntary work	routines change during the
problems and difficulties);	unsafe, and how to	differences and similarities	information and data is shared	which is unpaid	time of puberty, the
that the	seek help or advice	between people and	and used online, including for	L31. to identify the kind of	importance of keeping clean
same principles apply to	R18. to recognise if a	recognising what they have in	commercial purposes	job that they might like to do	and how to maintain personal
online friendships as to	friendship (online or offline) is	common with others e.g.	L14. about how information on	when they are older	hygiene
face-to-face relationships	making them feel unsafe or	physically, in personality or	the internet is ranked,	L32. to recognise a variety of	H33. about the processes of
R14. that healthy	uncomfortable; how to	background	selected and targeted	routes into careers (e.g.	reproduction and
friendships make people	manage this and ask for	R34. how to discuss and	at specific individuals and	college, apprenticeship,	birth as part of the human life
feel included; recognise	support if necessary	debate topical issues, respect	groups; that connected	university)	cycle; how babies are
when others may	R28. how to recognise	other people's point of view	devices can share information		conceived and born (and that
feel lonely or excluded;	pressure from others to	and constructively challenge	L15. recognise things		there are ways to prevent a
strategies for how	do something unsafe or that	those they disagree with	appropriate to share and		baby being made); how babies
to include them	makes them feel		things that should not be		need to be cared for
R15. strategies for	uncomfortable and strategies		shared on social media; rules		H34. about where to get more
recognising and managing	for managing this		surrounding distribution of		information, help
peer influence and a	R29. where to get advice and		images		and advice about growing and
desire for peer approval	report concerns if		L16. about how text and		changing, especially
in friendships; to	worried about their own or		images in the media and on		about puberty
recognise the effect of	someone else's personal		social media can be		R1. to recognise that there
online actions on others	safety (including online)		manipulated or invented;		are different types of
R16. how friendships can	H41. strategies for keeping		strategies to evaluate the		relationships (e.g. friendships,
change over time, about	safe in the local environment		reliability of sources and		family relationships,
making new friends and	or unfamiliar places (rail,		identify misinformation		romantic relationships, online
the benefits of having	water, road) and firework		R12. to recognise what it		relationships)
different types of friends	safety; safe use of digital		means to 'know someone online'		R2. that people may be
R17. that friendships have	devices when out and about		and how this differs from		attracted to someone
ups and downs;	H40. about the importance of		knowing someone		emotionally, romantically and
strategies to resolve	taking medicines correctly and		face-to-face; risks of		sexually; that people

disputes and reconcile	using household products	communicating online with	may be attracted to someone
differences positively and	safely, (e.g. following	others not known face-to-face	of the same sex or
safely	instructions carefully)	R15. strategies for	different sex to them; that
R18. to recognise if a	H46. about the risks and	recognising and managing peer	gender identity and sexual
friendship (online	effects of legal drugs	influence and a desire for	orientation are different
or offline) is making them	common to everyday life (e.g.	peer approval in friendships;	R3. about marriage and civil
feel unsafe or	cigarettes,	to recognise the effect of	partnership as a legal
uncomfortable; how to	e-cigarettes/vaping, alcohol	online actions on others	declaration of commitment
manage this and ask for	and medicines) and	R19. about the impact of	made by two adults who
support if necessary	their impact on health;	bullying, including offline and	love and care for each other,
R19. about the impact of	recognise that drug use can	online, and the consequences	which is intended to
bullying, including	become a habit which can be	of hurtful behaviour	be lifelong
offline and online, and the	difficult to break	R20. strategies to respond to	R4. that forcing anyone to
consequences of	H47. to recognise that there	hurtful behaviour experienced	marry against their will is
hurtful behaviour	are laws surrounding the	or witnessed, offline and	a crime; that help and support
R20. strategies to	use of legal drugs and that	online (including teasing,	is available to people
respond to hurtful	some drugs are illegal to	name-calling, bullying, trolling,	who are worried about this
behaviour experienced or	own, use and give to others	harassment or the deliberate	for themselves or others
witnessed, offline and	H48. about why people choose	excluding of others); how to	R5. that people who love and
online (including teasing,	to use or not use drugs	report concerns and get	care for each other can
name calling,	(including nicotine, alcohol and	support	be in a committed relationship
bullying, trolling,	medicines)	R21. about discrimination:	(e.g. marriage), living
harassment or the	H49. about the mixed	what it means and how to	together, but may also live
deliberate excluding of	messages in the media about	challenge it	apart
others); how to report	drugs, including alcohol and	R22. about privacy and	R7. to recognise and respect
concerns and get support	smoking/vaping	personal boundaries; what is	that there are different
R21. about discrimination:	H50. about the organisations	appropriate in friendships and	types of family structure
what it means	that can support people	wider relationships (including	(including single parents,
and how to challenge it	concerning alcohol, tobacco	online)	same-sex parents,
R22. about privacy and	and nicotine or other drug	R23. about why someone may	step-parents, blended
personal boundaries; what	use; people they can talk to if	behave differently online,	families, foster parents); that
is appropriate in	they have concerns	including pretending to	families of all types can give
friendships and wider		be someone they are not;	family members love, security
relationships (including		strategies for recognising	and stability
online)		risks, harmful content and	R8. to recognise other shared
R25. recognise different		contact; how to report	characteristics of
types of physical contact;		concerns	healthy family life, including
what is acceptable and		R24. how to respond safely	commitment, care,
unacceptable; strategies		and appropriately to adults	spending time together; being

	to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced			they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this		there for each other in times of difficulty
Key Skills	How to get help	How to get help	Accepting differences	Coping strategies	Looking after money Careers	Knowledge of own body
Key subject links	E-Safety	Science - drugs E-Safety	Science - inheritance Global goals	E-Safety	Maths - money	Science - humans and evolution
Key Vocabulary	acquaintances, actions, alternatives, anonymous, antibullying, arguments,	alcohol, ambulance, casualty, choices, cigarettes, comfortable, cycling,	actions, challenge, charity, citizen, climate change, communities, compassion,	balance, behaviour, bullying, communicating online, concerns, connected devices,	advertisement, advertising, balance, benefits, borrow, budget, cash, change,	999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire,

	behaviour, bully, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs	dangerous, dare, depth, drugs, e-cigarettes, electricity, first aid, first-aider, graze, impact, independent, inhaler, injection, injury, instructions, lungs, medicines, paramedic, peer pressure, physical, right, road safety, safety, scald, shock, uncomfortable, vaccine, water safety, wellbeing	consequence, consider, decision, difference, dilemma, discuss, diverse, diversity, effects, empathy, fair, Fairtrade, farmer, gender, global, harmful, helpful, human right, impact, inequality, local, negative, opinion, organisation, positive, reason, reduce, respect, responsibility, rural, share, shared responsibility, stereotype, support, trade, unfair, urban	consequences, cyberbullying, discrimination, disrespect, face-to-face, forward, harassment, harmful content, images, impact, information sharing, manipulated, misinformation, name-calling, permission, positive, privacy, ranking, relationships, reliability, report, respect, restrictions, risks, rules, safety, search results, share, shared information, social media, support, targeted information, teasing, text, trolling, videos	consumer, credit, debit, debt, employment, environment, ethical, financial gain, gambling, gift, impact, influence, interest, loan, owe, payment, priority, profit, repay, repayments, savings, spending, tax, unmanageable	harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water
Key themes and values	Empathy Respect Inclusivity	Empowerment Empathy	Diversity Empathy	Respect	Respect Determination	Respect Empathy Inclusivity
Year 5	UKS2 TEAM (Relationships) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity,	UKS2 Think Positive (Health and Wellbeing) H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is	UKS2 Diverse Britain (Living in the Wider World) L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others;	UKS2 Be Yourself (Relationships) H3. about choices that support a healthy lifestyle, and recognise what might influence these H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to	UK52 It's My Body (Health and Wellbeing) H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	UKS2 Aiming High (Living in the Wider World) H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different

sharing interests and	part of daily life; the	shared responsibilities	use when talking about	H6. about what constitutes a	jobs/careers that people can
experiences, support with	importance of taking care of	we all have for caring for	feelings; about how to	healthy diet; how to plan	have; that people often have
problems and difficulties);	mental health	other people and living things;	express feelings in different	healthy meals; benefits	more than one career/type of
that the same principles	H16. about strategies and	how to show care and	ways	to health and wellbeing of	job during their life
apply to online friendships	behaviours that support	concern for others	H20. strategies to respond to	eating nutritionally rich foods;	L27. about stereotypes in the
as to face-to-face	mental health — including how	L5. ways of carrying out	feelings, including intense or	risks associated with not	workplace and that a person's
relationships	good quality sleep,	shared responsibilities for	conflicting feelings;	eating a healthy diet including	career aspirations should not
R10. about the importance	physical exercise/time	protecting the environment in	how to manage and respond to	obesity and tooth decay	be limited by them
of friendships; strategies	outdoors, being involved in	school and at home; how	feelings appropriately and	H7. how regular (daily/weekly)	L28. about what might
for building positive	community groups, doing	everyday choices can affect	proportionately in different	exercise benefits mental and	influence people's decisions
friendships; how positive	things for others, clubs,	the environment (e.g.	situations	physical health (e.g. walking or	about a job or career
friendships support	and activities, hobbies and	reducing, reusing,	H23. about change and loss,	cycling to school, daily active	(e.g. personal interests and
wellbeing	spending time with family	recycling; food choices)	including death, and how these	mile); recognise opportunities	values, family connections to
R13. the importance of	and friends can support	L6. about the different	can affect feelings;	to be physically active and	certain trades or businesses,
seeking support if feeling	mental health and wellbeing	groups that make	ways of expressing and	some of the risks associated	strengths and qualities,
lonely or excluded	H18. about everyday things	up their community; what	managing grief	with an inactive lifestyle	ways in which stereotypical
R14. that healthy	that affect feelings and	living in a community means	and bereavement	H8. about how sleep	assumptions can deter people
friendships make people	the importance of expressing	L8. about diversity: what it	H28. to identify personal	contributes to a healthy	from aspiring to certain jobs)
feel included; recognise	feelings	means; the benefits of living	strengths, skills, achievements	lifestyle; routines that	L29. that some jobs are paid
when others may feel	H19. a varied vocabulary to	in a diverse community;	and interests and how these	support good quality sleep; the	more than others and money is
lonely or excluded;	use when talking about	about valuing diversity within	contribute to a sense of	effects of lack of sleep on the	one factor which may
strategies for how to	feelings; about how to express	communities	self-worth	body, feelings, behaviour and	influence a person's job or
include them	feelings in different ways	L9. about stereotypes; how	H29. about how to manage	ability to learn	career choice; that people may
R17. that friendships have	H20. strategies to respond to	they can negatively influence	setbacks/ perceived failures,	H9. that bacteria and viruses	choose to do voluntary work
ups and downs; strategies	feelings, including	behaviours and	including how to reframe	can affect health; how	which is unpaid
to resolve disputes and	intense or conflicting feelings;	attitudes towards others;	unhelpful thinking	everyday hygiene routines	L30. about some of the skills
reconcile differences	how to manage and	strategies for challenging	R6. that a feature of positive	can limit the spread of	that will help them in their
positively and safely	respond to feelings	stereotypes	family life is caring	infection; the wider	future careers e.g.
R19. about the impact of	appropriately and	L10. about prejudice; how to	relationships; about the	importance of personal	teamwork, communication
bullying, including	proportionately	recognise behaviours/actions	different ways in which people	hygiene and how to maintain it	and negotiation
offline and online, and the	in different situations	which discriminate against	care for one another	H10. how medicines, when used	L31. to identify the kind of
consequences of	H21. to recognise warning	others; ways of responding to	R11. what constitutes a	responsibly, contribute to	job that they might like to do
hurtful behaviour	signs about mental	it if witnessed or experienced	positive healthy	health; that some diseases can	when they are older
R20. strategies to	health and wellbeing and how	H25. about personal identity;	friendship (e.g. mutual	be prevented by vaccinations	L32. to recognise a variety of
respond to hurtful	to seek support for	what contributes to who we	respect, trust, truthfulness,	and immunisations; how	routes into careers (e.g.
behaviour experienced or	themselves and others	are (e.g. ethnicity,	loyalty, kindness, generosity,	allergies can be managed	college, apprenticeship,
witnessed, offline and	H22. to recognise that anyone	family, gender, faith, culture,	sharing interests and	H11. how to maintain good oral	university)
online (including teasing,	can experience mental	hobbies, likes/dislikes)	experiences, support with	hygiene (including correct	,.
name-calling, bullying,	ill health; that most	R21. about discrimination:	problems and difficulties);	brushing and flossing); why	
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1	range of people, including		become a habit which can be	
	those whose traditions,		difficult to break	
H	beliefs and lifestyle are		H47. to recognise that there	
6	different to their own		are laws surrounding the use	
r	R34. how to discuss and		of legal drugs and that some	
(debate topical issues,		drugs are illegal to own, use	
l r	respect other people's		and give to others	
l r	point of view and		H48. about why people choose	
	constructively challenge		to use or not use drugs	
4	those they disagree with		(including nicotine, alcohol and	
I	H23. about change and		medicines);	
I	loss, including death, and		H49. about the mixed	
	how these can affect		messages in the media about	
1	feelings; ways of		drugs, including alcohol and	
	expressing and managing		smoking/vaping	
9	grief and bereavement		H50. about the organisations	
F	R31. to recognise the		that can support people	
i	importance of		concerning alcohol, tobacco	
5	self-respect and how this		and nicotine or other drug	
	can affect their thoughts		use; people they can talk to if	
(and feelings about		they have concerns	
1	themselves; that		R18. to recognise if a	
ę	everyone, including them,		friendship (online	
	should expect to be		or offline) is making them feel	
1	treated politely and with		unsafe or uncomfortable; how	
	respect by others		to manage this and	
((including when online		ask for support if necessary	
(and/ or anonymous) in		R25. recognise different	
5	school and in wider		types of physical contact;	
5	society; strategies to		what is acceptable and	
	improve or support		unacceptable; strategies to	
6	courteous, respectful		respond to unwanted physical	
	relationships		contact	
	L1. to recognise reasons		R26. about seeking and giving	
1	for rules and laws;		permission (consent) in	
	consequences of not		different situations	
	adhering to rules and laws		R27. about keeping something	
	L4. the importance of		confidential or secret, when	
	having compassion		this should (e.g. a birthday	

	towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)				surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	
Key Skills	Rules and responsibilities	Appropriate response	Rule of law	Respect for others and self	Recognising real information to trust	Planning for the future
Key subject links	Geography - looking after the environment	Science - healthy lifestyle	Global goals - human rights	Transition periods	Science - healthy lifestyle	Career aspirations
Key Vocabulary	admire, attributes, collaborate, collaboration, communicate, contribute, decisions, disagree, discrimination, effective, emotional, excluding, harassment, health,	actions, affect, behaviour, blame, cognitive, comfortable, coping, difficulties, impact, independent, influence, learning, link, mindset, morals, opportunities, progress, pros and cons, reaction,	active citizenship, charity, community spirit, compassion, consequence, contribute, enforce, equal, ethnicity, faith, impact, laws, local government, members of parliament, national	acceptance, alternatives, amends, anxious, apologise, bereavement, caring, celebrate, choices, communication, conflict, danger, dangerous, death, difficulties, express,	addictive, advertising, age restrictions, appearance, appropriate, autonomy, balanced lifestyle, beauty, boundaries, care, cleanliness, contact, control, damage, dangerous, dental, deprivation,	advertisement, apprenticeship, avoidance, barriers, behaviours, benefit, business, careers, collaborate, college, creativity, criteria, decisions, discrimination, employee, enterprise, failure,

	honesty, hurtful, kindness, opinion, outcome, patience, respectful, sensitive, skills, social media, success, successful, thoughts, trolling, uncomfortable, understanding, upsetting, valued	responsible, strategy	government, needs, negative, parliament, police, politicians, positive, prime minister, responsibilities, roles, shared responsibility, similar, support, voluntary	face-to-face relationships, failure, feelings, generosity, grief, guilt, individual, individuality, intensity, kindness, loyalty, manage, negative, online friendships, options, peer approval, peer influence, peer pressure, perceived failure, problems, relationships, respect, setbacks, sharing, shy, trust, truthfulness, unhealthy, unhelpful thoughts, unique, uniqueness, wrong	effects, emotional, healthy eating, impact, influence, looks, media, meditation, mental, mindfulness, negative, nicotine, oral, perfect, physical, platform, positive, pressure, protect, respect, responsibility, rest, rights, self-confidence, stereotype, substances, sun exposure, support, tell, unwanted, vape pens, vapes, wellbeing	fear, feedback, focus, further education, helpful, ideas, individual, innovation, interests, law, listening, mistakes, panic, perseverance, prejudice, privilege, problem-solving, responsible, rights, selfworth, social class, stress, teamwork, unhelpful, university
Key themes and values	Respect	Determination Empowerment	Respect Aspiration	Respect	Empowerment	Aspiration Determination
Year 6	UKS2 VIPs (Relationships)	UKS2 Safety First (Health and Wellbeing)	UKS2 One World (Living in the Wider World)	UKS2 Digital Wellbeing (Relationships)	UKS2 Money Matters (Living in the Wider World)	UKS2 Growing Up (Health and Wellbeing)
	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media,	L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express

which people care for one	television programmes, films,	everyday choices can affect	private; strategies for keeping	make spending decisions based	feelings in different ways
another	games and online gaming	the environment (e.g.	safe online, including	on priorities, needs and wants	H20. strategies to respond to
R7. to recognise and	H38. how to predict, assess	reducing, reusing, recycling;	how to manage requests for	L21. different ways to keep	feelings, including intense or
respect that there are	and manage risk in different	food choices)	personal information or images	track of money	conflicting feelings; how to
different types of family	situations	L19. that people's spending	of themselves and	L22. about risks associated	manage and respond to
structure	H39. about hazards (including	decisions can affect others	others; what to do if	with money (e.g. money can be	feelings appropriately and
(including single parents,	fire risks) that may cause	and the environment (e.g. Fair	frightened or worried by	won, lost or stolen) and ways	proportionately in different
same-sex parents,	harm, injury or risk in the	trade, buying single-use	something seen or read online	of keeping money safe	situations
step-parents, blended	home and what they can do to	plastics, or giving to charity)	and how to report concerns,	L23. about the risks involved	H25. about personal identity;
families, foster parents);	reduce risks and keep safe		inappropriate	in gambling; different ways	what contributes to who we
that families of all types	H38. how to predict, assess		content and contact	money can be won or lost	are (e.g. ethnicity, family,
can give family members	and manage risk in different		L11. recognise ways in which	through gambling-related	gender, faith, culture,
love, security and stability	situations		the internet and social media	activities and their impact on	hobbies, likes/dislikes)
R8. to recognise other	H40. about the importance of		can be used both positively	health, wellbeing and future	H27. to recognise their
shared characteristics of	taking medicines correctly and		and negatively	aspirations	individuality and personal
healthy family life,	using household products		L12. how to assess the	L24. to identify the ways that	qualities
including commitment,	safely, (e.g. following		reliability of sources of	money can impact on people's	H28. to identify personal
care, spending time	instructions carefully)		information online; and how	feelings and emotions	strengths, skills, achievements
together; being there for	H41. strategies for keeping		to make safe, reliable choices		and interests and how these
each other in times of	safe in the local environment		from search results		contribute to a sense of
difficulty	or unfamiliar places (rail,		L13. about some of the		self-worth
R9. how to recognise if	water, road) and firework		different ways information		H30. to identify the external
family relationships are	safety; safe use of digital		and data is shared and used		genitalia and internal
making them feel unhappy	devices when out and about		online, including for		reproductive organs in males
or unsafe, and how to	H43. about what is meant by		commercial purposes		and females and how the
seek help or advice	first aid; basic techniques for		L14. about how information on		process of puberty relates
R11. what constitutes a	dealing with common injuries		the internet is ranked,		to human reproduction
positive healthy	H44. how to respond and react		selected and targeted		H31. about the physical and
friendship (e.g. mutual	in an emergency situation; how		at specific individuals and		emotional changes
respect, trust,	to identify situations that may		groups; that connected		that happen when approaching
truthfulness, loyalty,	require the emergency		devices can share information		and during puberty (including
kindness, generosity,	services; know how to contact		L15. recognise things		menstruation, key facts about
sharing interests and	them and what to say		appropriate to share and		the menstrual cycle and
experiences, support with	R28. how to recognise		things that should not be		menstrual wellbeing,
problems and difficulties);	pressure from others		shared on social media; rules		erections and wet dreams)
that the same principles	to do something unsafe or		surrounding distribution of		H32. about how hygiene
apply to online friendships	that makes them feel		images		routines change during
as to face-to-face	uncomfortable and strategies		L16. about how text and		the time of puberty, the
relationships	for managing this		images in the media and on		importance of keeping

R15. strategies for		social media can be	clean and how to maintain
recognising and managing		manipulated or invented;	personal hygiene
peer influence and a		strategies to evaluate the	H33. about the processes of
desire for peer approval		reliability of sources and	reproduction and
in friendships; to		identify misinformation	birth as part of the human life
recognise the effect of		R19. about the impact of	cycle; how babies are
online actions on others		bullying, including offline and	conceived and born (and that
R17. that friendships have		online, and the consequences	there are ways to prevent a
ups and downs; strategies		of hurtful behaviour	baby being made); how babies
to resolve disputes and		R20. strategies to respond to	need to be cared for
reconcile differences		hurtful behaviour experienced	H34. about where to get more
positively and safely		or witnessed,	information, help and advice
R18. to recognise if a		offline and online (including	about growing and changing,
friendship (online		teasing, name-calling, bullying,	especially about puberty
or offline) is making them		trolling, harassment or the	R1. to recognise that there
feel unsafe or		deliberate excluding of	are different types
uncomfortable; how to		others); how to report	of relationships (e.g.
manage this and ask for		concerns and get support	friendships, family
support if necessary		R21. about discrimination:	relationships, romantic
R22. about privacy and		what it means and how to	relationships, online
personal boundaries; what		challenge it	relationships)
is appropriate in		R22. about privacy and	R2. that people may be
friendships and wider		personal boundaries; what is	attracted to someone
relationships (including		appropriate in friendships and	emotionally, romantically and
online)		wider relationships (including	sexually; that people may be
R26. about seeking and		online)	attracted to someone of the
giving permission		R23. about why someone may	same sex or different sex to
(consent) in different		behave differently online,	them; that gender identity
situations		including pretending to	and sexual orientation are
R27. about keeping		be someone they are not;	different
something confidential or		strategies for recognising	R3. about marriage and civil
secret, when this should		risks, harmful content and	partnership as a legal
(e.g. a birthday surprise		contact; how to report	declaration of commitment
that others will find out		concerns	made by two adults who love
about) or should not be		R24. how to respond safely	and care for each other, which
agreed to, and when it is		and appropriately to adults	is intended to be lifelong
right to break a		they may encounter (in all	R4. that forcing anyone to
confidence or share a		contexts including online)	marry against their will is a
secret		whom they do not know	crime; that help and support is

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own		R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively
			strategies for challenging stereotypes L11. recognise ways in which the internet and social media

						reliability of sources and identify misinformation
Key Skills	Communication	Safety	Debating skill	Time management	Money and spending	Boundaries Our bodies
Key subject links	Computing - E-Safety	Road and public safety	Global goals - rights and responsibilities	E-Safety	Maths - money	Science - humans
Key Vocabulary	advice, agree, anxious, blended families, commitment, committed, confidence, confidential, dangerous, family life, family structure, influence, living apart, living together, peer, polite, pressure, relationship, resist, resolution, risky, same-sex parents, secrets, security, self-love, single parents, stability, uncomfortable, wrong	accident, action, advice, brave, consequence, decision, environment, independence, informed, liquids, mature, media, medication, pills, responsible, sensible, situation, social media, support, unfamiliar	appreciate, aware, biodiversity, citizenship, conserve, drought, encourage, energy, future, global citizen, global warming, human right, manifesto, persuade, pledge, prevent, renewable, responsible, responsibly, save, sustainability, sustainable, use, waste, water	appropriate, assess, benefit, boundaries, choices, consent, contact, content, control, data, deceive, digital, digital citizenship, digital footprint, digital health, digital wellbeing, echo chambers, emotional wellbeing, evaluate, excluding, false profiles, feelings, friendship, frightened, harassment, harmful, healthy, help, hurtful behaviour, image distribution, impersonate, inappropriate, intention, Internet cookies, kindness, manipulation, mental health, misleading, negative, online games, online identity, online safety, online strangers, personal safety, pressure, privacy settings, regulations, reliable, reputable, respectful, right, secure sites, selection, shared responsibility, sharing, sources, storage, targeting, time management, trust, wellbeing, worry	advertise, amount, availability, bankrupt, bankruptcy, charity, consequences, cost, council tax, critical consumer, ethical spending, fair trade, future, gain, gamble, income, income tax, inflation, investment, labour, lend, luxury, manufacturer, minimum wage, necessity, outgoings, payment, plastic pollution, prioritise, producer, retail, retailer, risk, scam, single-use, society, value	Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice, consent 999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water

	Respect	Empowerment	Respect	Respect	Aspiration	Respect
themes and	Inclusivity	Empathy	Inclusivity	Empathy	Empowerment	Inclusivity
values			Aspiration			