EYFS (3 and 4 year olds)	**Communication and Language** Express a point of view Start a conversation and keep it going (with adults or friends) Use words as well as actions	**Personal, Social and Emotional Development** Select and use activities and resources Develop a sense of membership of a community Play with one or more other children, extending and elaborating play ideas Increasingly follow rules, understanding why they are important. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	**Physical Development** Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips.	**Understanding the World** Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	**Communication and Language** Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	**Personal, Social and Emotional Development** See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	**Physical Development** Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	**Understanding the World** Talk about members of their immediate family and community. Name and describe people who are familiar to them.

	Develop social phrases.	Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. Manage their own needs -personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian		Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language		Personal, Social and Emotional Development			Physical Development	Understanding the World
	Listening Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Past and Present
	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tensesand making use of conjunctions, with modelling and support from their teacher.	Show an understanding of their own feelings and those ofothers, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses whenappropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try tobehave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding theimportance of healthy food choices.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendshipswith peers. Show sensitivity to their own and others' needs.	Negotiate space and obstacles safely, with consideration for themselves and others.	Talk about the lives of people around them and their rolesin society.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	NC	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • how and when to seek support including which adults to speak to in school if they are worried about their health. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that each person's body belongs to them, and the differences between appropriate and inappropriate or	• that for most people the internet is an integral part of life and has many benefits. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • it is common for people to	• 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. • 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	• the characteristics and mental and physical benefits of an active lifestyle. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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). • that families are important for	• 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. .

		unsafe physical, and other, contact. • 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. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with	those in positions of authority. • what a stereotype is, and how stereotypes can be unfair, negative or destructive.	children's families are also characterised by love and care. • 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.	children growing up because they can give love, security and stability. • 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. • 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	

			problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				
	LGPS	Emotional Health, Safety and Wellbeing	Positive Relationships and Keeping Safe	Personal Identity	Physical Health and Wellbeing	Healthy Living and Healthy Relationships	Transition and Change
YEAR 2	NC	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,	• that for most people the internet is an integral part of life and has many benefits. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with	• that for most people the internet is an integral part of life and has many benefits. • how to make a clear and efficient call to emergency services if necessary. • the importance of respecting others,	• how and when to seek support including which adults to speak to in school if they are worried about their health. • the facts about legal and illegal harmful substances and associated risks,	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals.	• how information and data is shared and used online. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans

		nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 • where and how to report concerns and get support with issues online • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure,	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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • what a stereotype is, and how stereotypes can be	including smoking, alcohol use and drug-taking. • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.	• 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). • that families are important for children growing up because they can give love, security and stability. • 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. • 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	experience in relation to different experiences and situations.

		• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • 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. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so.	and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	unfair, negative or destructive • that people sometimes behave differently online, including by pretending to be someone they are not. • 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.		• 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. • 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 • 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.	

		• where to get advice e.g. family, school and/or other sources.	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				
	LGPS	Emotional Health, Safety and Wellbeing	Positive Relationships and Keeping Safe	Personal Identity	Physical Health and Wellbeing	Healthy Living and Healthy Relationships	Transition and Change
YEAR 3	NC	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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.	• 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. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has	• the importance of self-respect and how this links to their own happiness.	• how to make a clear and efficient call to emergency services if necessary.	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental	• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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.

		• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • how and when to seek support including which adults to speak to	a negative and often lasting impact on mental wellbeing. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • about different types of bullying (including cyberbullying), the impact of bullying,			wellbeing and happiness. • the characteristics and mental and physical benefits of an active lifestyle.	• 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 • 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. • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and

		in school if they are worried about their health. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • 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. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for	responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • how to consider the effect of their				care for children and other family members, the importance of spending time together and sharing each other's lives. • 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

		themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • 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. • where and how to report concerns and get support with issues online • that people sometimes behave differently online, including by pretending to be someone they are not.				
	LGPS	Emotional Health, Safety and Wellbeing	Positive Relationships and Keeping Safe	Personal Identity	Physical Health and Wellbeing – Hazards and Laws	Physical Health and Wellbeing – Healthy Living	Managing Relationships
YEAR 4	NC	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions

		emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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). • how to recognise if family relationships are making them feel	an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • how important friendships are in	of hobbies and interests • the importance of self-respect and how this links to their own happiness. • what a stereotype is, and how stereotypes can be unfair, negative or destructive • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. •	their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • how and when to seek support including which adults to speak to in school if they are worried about their health. • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	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. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	that all humans experience in relation to different experiences and situations. • 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. • that families are important for children growing up because they can give love, security and stability. • 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.

		unhappy or unsafe, and how to seek help or advice from others if needed. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including	making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • how to critically consider their online friendships and sources of information including awareness of the				• 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 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

		online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	risks associated with people they have never met. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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				
	LGPS	Emotional Health, Safety and Wellbeing	Positive Relationships and Keeping Safe	Personal Identity	Physical and Emotional Changes	Physical Health and Wellbeing	Different Types of Relationship
YEAR 5	NC	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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	• the characteristics and mental and physical benefits of an active lifestyle. • 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.	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of self-respect and how this links to	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • 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.	• 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. • where and how to report concerns and get support with issues online • that families are important for children growing up because they can	• 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.

		experiences and situations. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	• how and when to seek support including which adults to speak to in school if they are worried about their health. • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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). • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	their own happiness.	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	give love, security and stability. • 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. • 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 • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even	

		• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • 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. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so.				strengthened, and that resorting to violence is never right. • 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 • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders	

		• where to get advice e.g. family, school and/or other sources. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.				(primarily reporting bullying to an adult) and how to get help. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards	

						others, and do not make others feel lonely or excluded.	
	LGPS	Emotional Health, Safety and Wellbeing	Physical Health, Safety and Wellbeing	Personal Identity	Physical and Emotional Changes	Positive Relationships	Transition and Managing Change
YEAR 6	NC	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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). • how to recognise if family	• the characteristics and mental and physical benefits of an active lifestyle. • the risks associated with an inactive lifestyle (including obesity). • 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. • 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). •	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • the importance of self-respect and how this links to their own happiness. • 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 • 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	• 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. • the importance of the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight,	• 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. • where and how to report concerns and get support with issues online. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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 • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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 are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • 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. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or		and physical wellbeing. • why social media, some computer games and online gaming, for example, are age restricted.	mood and ability to learn.	• 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 • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

		feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.				
	LGPS	Emotional Health, Safety and Wellbeing	Physical Health and Wellbeing	Online, Offline and Identity	Physical and Emotional Changes	Preparing for Transition

Some Digital and Media Literacy topics are covered through our Computing Curriculum. Some Physical Health and Wellbeing and Relationships and Sex Education topics are taught through our Science Curriculum.