

St. Augustine's Primary School – Whole School Overview

Early Years	Statements	
EYFS	<p>Nursery:</p> <p>Reception: Personal, Social and Emotional Development</p> <p><u>Self-regulation</u></p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly• Set and work towards simple goals, being able to wait for that they want and control their immediate impulses when appropriate• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p><u>Managing self</u></p> <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge• Explain the reasons for rules, know right from wrong and try to behave accordingly• Manage their own basic hygiene and personal needs, including dressing going to the toilet and understanding the importance of healthy food choices <p><u>Building relationships</u></p> <ul style="list-style-type: none">• Work and play co-operatively and take turns with others• Form positive attachments to adults and friendships with peers• Show sensitivity to their own and others' needs	

Year Group/Unit of Study		
Year 1	1 Team	<p style="text-align: center;">Health and Well-being</p> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> H23. to identify what they are good at, what they like and dislike <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> 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 <p>Friendships</p> <ul style="list-style-type: none"> R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> 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 <p>Respecting self and others</p> <ul style="list-style-type: none"> R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively <p style="text-align: center;">Living in the Wider World</p> <p>Communities</p> <ul style="list-style-type: none"> L4. about the different groups they belong to <p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> L14. that everyone has different strengths

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

2
Think Positive

Health and Well-being

Healthy lifestyles (physical well-being)

- H1. about what keeping healthy means; different ways to keep healthy

Mental Health

- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people’s bodies and how they behave
- 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 need help with feelings; that it is important to ask for help with feelings; and how to ask for it

Ourselves, growing and changing

- H23. to identify what they are good at, what they like and dislike
- H24. how to manage when finding things difficult

Relationships

Friendships

- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do

Respecting self and others

- R21. about what is kind and unkind behaviour, and how this can affect others
- R25. how to talk about and share their opinions on things that matter to them

		Living in the Wider World N/A
		<p>Key Vocabulary: 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, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries</p>
3 Diverse Britain		<p style="text-align: center;">Health and Well-being N/A</p> <p style="text-align: center;">Relationships</p> <p>Respecting self and others</p> <ul style="list-style-type: none"> • R21. about what is kind and unkind behaviour, and how this can affect others • 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 <p style="text-align: center;">Living in the Wider World</p> <p>Shared responsibilities</p> <ul style="list-style-type: none"> • L1. about what rules are, why they are needed, and why different rules are needed for different situations • L2. how people and other living things have different needs; about the responsibilities of caring for them • L3. about things they can do to help look after their environment <p>Communities</p> <ul style="list-style-type: none"> • L4. about the different groups they belong to • L5. about the different roles and responsibilities people have in their community • L6. to recognise the ways they are the same as, and different to, other people
		<p>Key Vocabulary: 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 Kingdom</p>
4 Be Yourself		Health and Well-being Mental Health

- H12. how to recognise and name different feelings
- H13. how feelings can affect people’s bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings
- 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 need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, growing and changing

- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike

Relationships

Respecting self and others

- R25. how to talk about and share their opinions on things that matter to them

Living in the Wider World

N/A

Key Vocabulary:

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

Healthy lifestyles (physical well-being)

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. how to keep safe in the sun and protect skin from sun damage
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. about the people who help us to stay physically healthy

Mental Health

- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Keeping Safe

- 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

Drugs, alcohol and tobacco

- H37. about things that people can put into their body or on their skin; how these can affect how people feel

Relationships

Safe relationships

- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

	Living in the Wider World N/A
	Key Vocabulary: 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, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash
6. Aiming High	Health and Well-being Ourselves, growing and changing <ul style="list-style-type: none"> • H21. to recognise what makes them special • H23. to identify what they are good at, what they like and dislike • H24. how to manage when finding things difficult Relationships Respecting self and others <ul style="list-style-type: none"> • 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 Living in the Wider World Economic wellbeing: Aspirations, work and career <ul style="list-style-type: none"> • L14. that everyone has different strengths • L15. that jobs help people to earn money to pay for things • L16. different jobs that people they know or people who work in the community do • L17. about some of the strengths and interests someone might need to do different jobs
	Key Vocabulary: 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

Year 2	1. VIPs	<p style="text-align: center;">Health and Well-being</p> <p>Mental Health</p> <ul style="list-style-type: none"> • H14. how to recognise what others might be feeling • H16. about ways of sharing feelings; a range of words to describe feelings <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • H23. to identify what they are good at, what they like and dislike <p>Keeping Safe</p> <ul style="list-style-type: none"> • H33. about the people whose job it is to help keep us safe <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> • 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 <p>Friendships</p> <ul style="list-style-type: none"> • R6. about how people make friends and what makes a good friendship • R7. about how to recognise when they or someone else feels lonely and what to do • R8. simple strategies to resolve arguments between friends positively • R9. how to ask for help if a friendship is making them feel unhappy <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> • 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 <p>Safe relationships</p> <ul style="list-style-type: none"> • R16. about how to respond if physical contact makes them feel uncomfortable or unsafe <p>Respecting self and others</p> <ul style="list-style-type: none"> • 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
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		<ul style="list-style-type: none"> • R25. how to talk about and share their opinions on things that matter to them <p style="text-align: center;">Living in the Wider World N/A</p>
		<p>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, thoughtful, time, trust, trusted adult</p>
<p>2 Safety First</p>		<p style="text-align: center;">Health and Well-being</p> <p>Healthy lifestyles (physical well-being)</p> <ul style="list-style-type: none"> • H8. how to keep safe in the sun and protect skin from sun damage <p>Keeping Safe</p> <ul style="list-style-type: none"> • H28. about rules and age restrictions that keep us safe • H29. to recognise risk in simple everyday situations and what action to take to minimise harm • H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • H31. that household products (including medicines) can be harmful if not used correctly • H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • H33. about the people whose job it is to help keep us safe • H35. about what to do if there is an accident and someone is hurt • H36. how to get help in an emergency (how to dial 999 and what to say) <p style="text-align: center;">Relationships</p> <p>Safe relationships</p> <ul style="list-style-type: none"> • R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • R14. that sometimes people may behave differently online, including by pretending to be someone they are not • R15. how to respond safely to adults they don't know • R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

	<ul style="list-style-type: none"> • R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) • R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe • R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard <p style="text-align: center;">Living in the Wider World N/A</p>
	<p>Key Vocabulary: 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</p>
3 One World	<p style="text-align: center;">Health and Well-being N/A</p> <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Living in the Wider World</p> <p>Shared responsibilities</p> <ul style="list-style-type: none"> • L1. about what rules are, why they are needed, and why different rules are needed for different situations • L2. how people and other living things have different needs; about the responsibilities of caring for them • L3. about things they can do to help look after their environment <p>Communities</p> <ul style="list-style-type: none"> • L6. to recognise the ways they are the same as, and different to, other people
	<p>Key Vocabulary: 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</p>
4 Digital World	<p style="text-align: center;">Health and Well-being</p> <p>Keeping Safe</p>

- H28. about rules and age restrictions that keep us safe
- H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Relationships

Managing hurtful behaviour and bullying

- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. about how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Safe relationships

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- R15. how to respond safely to adults they don't know

Living in the Wider World

Media literacy & digital resilience

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true

Key Vocabulary:

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, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call

5
Money Matters

Health and Well-being
N/A

Relationships

		<p style="text-align: center;">N/A</p> <p style="text-align: center;">Living in the Wider World</p> <p>Economic wellbeing: Money</p> <ul style="list-style-type: none"> • 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
		<p>Key Vocabulary: 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, want, work</p>
6 Growing Up		<p style="text-align: center;">Health and Well-being</p> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • H22. to recognise the ways in which we are all unique • H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • H26. about growing and changing from young to old and how people’s needs change • H27. about preparing to move to a new class/year group <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> • 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 <p>Safe relationships</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard <p>Respecting self and others</p> <ul style="list-style-type: none"> • R23. to recognise the ways in which they are the same and different to others <p style="text-align: center;">Living in the Wider World N/A</p>
		<p>Key Vocabulary: adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried</p>

Year 3	1 Team	Health and Well-being
		<p>Mental health</p> <ul style="list-style-type: none"> • 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 <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • H36. strategies to manage transitions between classes and key stages <p style="text-align: center;">Relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • R13. the importance of seeking support if feeling lonely or excluded • R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely <p>Respecting self and others</p> <ul style="list-style-type: none"> • R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online <p style="text-align: center;">Living in the Wider World</p> <p>Shared responsibilities</p> <ul style="list-style-type: none"> • 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 <p>Communities</p> <ul style="list-style-type: none"> • L6. about the different groups that make up their community; what living in a community means <p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> • L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
		<p>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, transition, unhelpful</p>
2 Think Positive	Health and Well-being	
	<p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> • 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 	

	<p>Mental health</p> <ul style="list-style-type: none"> • H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • H17. to recognise that feelings can change over time and range in intensity • H18. about everyday things that affect feelings and the importance of expressing feelings • H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • H22. to recognise that anyone can experience mental ill health; 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, challenges and change, including the transition to new schools <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • 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 unhelpful thinking • H36. strategies to manage transitions between classes and key stages <p style="text-align: center;">Relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> • R13. the importance of seeking support if feeling lonely or excluded <p style="text-align: center;">Living in the Wider World N/A</p>
	<p>Key Vocabulary: 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, success, techniques, uncomfortable, unpleasant, weaknesses, worry</p>
<p>3 Diverse Britain</p>	<p style="text-align: center;">Health and Well-being</p> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) <p style="text-align: center;">Relationships</p>

	<p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> • R21. about discrimination: what it means and how to challenge it <p>Respecting self and others</p> <ul style="list-style-type: none"> • R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background • R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with <p style="text-align: center;">Living in the Wider World</p> <p>Shared responsibilities</p> <ul style="list-style-type: none"> • L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws • L2. to recognise there are human rights, that are there to protect everyone • L3. about the relationship between rights and responsibilities • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others <p>Communities</p> <ul style="list-style-type: none"> • L6. about the different groups that make up their community; what living in a community means • L7. to value the different contributions that people and groups make to the community • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
	<p>Key Vocabulary: 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</p>
<p>4 Be Yourself</p>	<p style="text-align: center;">Health and Well-being</p> <p>Mental health</p> <ul style="list-style-type: none"> • H17. to recognise that feelings can change over time and range in intensity • H18. about everyday things that affect feelings and the importance of expressing feelings • H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- 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 unhelpful thinking

Friendships

- R13. the importance of seeking support if feeling lonely or excluded
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

Relationships

Safe relationships

- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Living in the Wider World

Shared 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

Media literacy & digital resilience

- L11. recognise ways in which the internet and social media can be used both positively and negatively
- 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 Vocabulary:

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

5
It's my body

Health and Well-being

Healthy lifestyles (physical 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.
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Keeping safe

- H38. how to predict, assess and manage risk in different situations
- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

Drugs, alcohol and tobacco

- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

	<ul style="list-style-type: none"> • H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); <p style="text-align: center;">Relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <p>Safe relationships</p> <ul style="list-style-type: none"> • R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26. about seeking and giving permission (consent) in different situations • R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret <p style="text-align: center;">Living in the Wider World N/A</p>
	<p>Key Vocabulary: 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</p>
<p>6 Aiming high</p>	<p style="text-align: center;">Health and Well-being</p> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • 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 unhelpful thinking <p style="text-align: center;">Relationships N/A</p> <p style="text-align: center;">Living in the Wider World</p> <p>Communities</p> <ul style="list-style-type: none"> • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes <p>Economic wellbeing: Aspirations, work and career</p>

		<ul style="list-style-type: none"> • 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 more than one career/ type of job during their life • L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them • L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid • L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) • Cg. what democracy is, and about the basic institutions that support it locally and nationally;
		<p>Key Vocabulary: 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</p>

Year 4	1 VIPs	<p style="text-align: center;">Health and Wellbeing N/A</p> <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> • R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another • R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice <p>Friendships</p> <ul style="list-style-type: none"> • R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them • R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R16. how friendships can change over time, about making new friends and the benefits of having different types of friends • R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> • R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • R21. about discrimination: what it means and how to challenge it <p>Safe relationships</p> <ul style="list-style-type: none"> • R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26. about seeking and giving permission (consent) in different situations • R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

	<p>Respecting self and others</p> <ul style="list-style-type: none"> R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online <p style="text-align: center;">Living in the Wider World</p> <p>Communities</p> <ul style="list-style-type: none"> L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
	<p>Key Vocabulary: acquaintances, actions, alternatives, anonymous, anti-bullying, arguments, 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</p>
<p>2 Safety First</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> H35. about the new opportunities and responsibilities that increasing independence may bring <p>Keeping safe</p> <ul style="list-style-type: none"> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

		<p>Friendships</p> <ul style="list-style-type: none"> • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <p>Safe relationships</p> <ul style="list-style-type: none"> • R24. how to respond safely and appropriately to adults 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 • R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) <p style="text-align: center;">Living in the Wider World N/A</p>
		<p>Key Vocabulary: alcohol, ambulance, casualty, choices, cigarettes, comfortable, cycling, 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</p>
<p>3 One World</p>		<p style="text-align: center;">Health and Wellbeing N/A</p> <p style="text-align: center;">Relationships</p> <p>Respecting self and others</p> <ul style="list-style-type: none"> • R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background • R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with <p style="text-align: center;">Living in the Wider World</p> <p>Shared responsibilities</p> <ul style="list-style-type: none"> • L2. to recognise there are human rights, that are there to protect everyone • L3. about the relationship between rights and responsibilities • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <p>Communities</p> <ul style="list-style-type: none"> • L7. to value the different contributions that people and groups make to the community • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes <p>Economic wellbeing: Money</p> <ul style="list-style-type: none"> • L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

	<p>Key Vocabulary: actions, challenge, charity, citizen, climate change, communities, compassion, 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</p>
<p>4 Digital Wellbeing</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> • H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online <p>Keeping safe</p> <ul style="list-style-type: none"> • 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 private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact <p style="text-align: center;">Relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> • R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face • R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> • R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • R21. about discrimination: what it means and how to challenge it <p>Safe relationships</p> <ul style="list-style-type: none"> • R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns • R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • 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) <p style="text-align: center;">Living in the Wider World</p> <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> • L11. recognise ways in which the internet and social media can be used both positively and negatively

	<ul style="list-style-type: none"> • L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • L13. about some of the different ways information and data is shared and used online, including for commercial purposes • L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information • L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
	<p>Key Vocabulary: balance, behaviour, bullying, communicating online, concerns, connected devices, 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</p>
<p>5 Money Matters</p>	<p style="text-align: center;">Health and Wellbeing N/A</p> <p style="text-align: center;">Relationships N/A</p> <p style="text-align: center;">Living in the Wider World</p> <p>Economic wellbeing: Money</p> <ul style="list-style-type: none"> • 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 make spending decisions based on priorities, needs and wants • L21. different ways to keep track of money • L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe • L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations • L24. to identify the ways that money can impact on people’s feelings and emotions <p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> • L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life • 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 • L31. to identify the kind of job that they might like to do when they are older

	<ul style="list-style-type: none"> • L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) • Cg. what democracy is, and about the basic institutions that support it locally and nationally;
	<p>Key Vocabulary: advertisement, advertising, balance, benefits, borrow, budget, cash, change, 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</p>
<p>6. Growing Up</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Mental health</p> <ul style="list-style-type: none"> • H17. to recognise that feelings can change over time and range in intensity • H18. about everyday things that affect feelings and the importance of expressing feelings • H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • H26. that for some people gender identity does not correspond with their biological sex • H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ • H34. about where to get more information, help and advice about growing and changing, especially about puberty <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> • R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

		<ul style="list-style-type: none"> • 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, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability • R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty <p style="text-align: center;">Living in the Wider World N/A</p>
		<p>Key Vocabulary: adopted, Adam's apple, anger, anxious, asexual, attracted, baby, biological sex, blended family, breasts, commitment, civil partnership, confusion, crush, egg, embryo, erection, excited, feelings, foetus, fostered, gay, gender, hormones, identity, lesbian, lonely, married, menstruation, oestrogen, offspring, orphaned, ovaries, period, puberty, relatives, reproduction, sex hormones, same-sex, single-parent, sperm, tearful, testes, testosterone, umbilical cord, uterus, womb</p>

Year 5	1 TEAM	<p style="text-align: center;">Health and Wellbeing</p> <p>Mental health</p> <ul style="list-style-type: none"> H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement <p style="text-align: center;">Relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it <p>Respecting self and others</p> <ul style="list-style-type: none"> R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with <p style="text-align: center;">Living in the Wider World</p> <p>Shared responsibilities</p> <ul style="list-style-type: none"> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <p>Economic wellbeing: Aspirations, work and career</p>

	<ul style="list-style-type: none"> L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	<p>Key Vocabulary: admire, attributes, collaborate, collaboration, communicate, contribute, decisions, disagree, discrimination, effective, emotional, excluding, harassment, health, honesty, hurtful, kindness, opinion, outcome, patience, respectful, sensitive, skills, social media, success, successful, thoughts, trolling, uncomfortable, understanding, upsetting, valued</p>
<p>2 Think Positive</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> 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 <p>Mental health</p> <ul style="list-style-type: none"> H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use 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 H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking <p style="text-align: center;">Relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> R13. the importance of seeking support if feeling lonely or excluded <p>Respecting self and others</p> <ul style="list-style-type: none"> R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online <p style="text-align: center;">Living in the Wider World N/A</p>
	<p>Key Vocabulary: actions, affect, behaviour, blame, cognitive, comfortable, coping, difficulties, impact, independent, influence, learning, link, mindset, morals, opportunities, progress, pros and cons, reaction, responsible, strategy</p>

<p>3 Diverse Britain</p>	<p style="text-align: center;">Health and Well-being N/A Relationships</p> <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> • R21. about discrimination: what it means and how to challenge it <p>Respecting self and others</p> <ul style="list-style-type: none"> • R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background • R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own <p style="text-align: center;">Living in the Wider World</p> <p>Shared responsibilities</p> <ul style="list-style-type: none"> • L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws • L2. to recognise there are human rights, that are there to protect everyone • L3. about the relationship between rights and responsibilities • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <p>Communities</p> <ul style="list-style-type: none"> • L6. about the different groups that make up their community; what living in a community means • L7. to value the different contributions that people and groups make to the community • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> • Cg. what democracy is, and about the basic institutions that support it locally and nationally;
	<p>Key Vocabulary: active citizenship, charity, community spirit, compassion, consequence, contribute, enforce, equal, ethnicity, faith, impact, laws, local government, members of parliament, national government, needs, negative, parliament, police, politicians, positive, prime minister, responsibilities, roles, shared responsibility, similar, support, voluntary</p>
<p>4</p>	<p style="text-align: center;">Health and Wellbeing</p>

<p>Be Yourself</p>	<p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> • H3. about choices that support a healthy lifestyle, and recognise what might influence these <p>Mental health</p> <ul style="list-style-type: none"> • H17. to recognise that feelings can change over time and range in intensity • H18. about everyday things that affect feelings and the importance of expressing feelings • H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • 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 unhelpful thinking <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> • R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another <p>Friendships</p> <ul style="list-style-type: none"> • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely <p>Safe relationships</p> <ul style="list-style-type: none"> • 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) <p>Respecting self and others</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Living in the Wider World</p> <p style="text-align: center;">N/A</p>
	<p>Key Vocabulary: acceptance, alternatives, amends, anxious, apologise, bereavement, caring, celebrate, choices, communication, conflict, danger, dangerous, death, difficulties, express, 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</p>

Healthy lifestyles (physical 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.
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Ourselves, growing and changing

- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities

Keeping safe

- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

Drugs, alcohol and tobacco

- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

		<ul style="list-style-type: none"> • H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns <p style="text-align: center;">Relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <p>Safe relationships</p> <ul style="list-style-type: none"> • R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26. about seeking and giving permission (consent) in different situations • R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this <p style="text-align: center;">Living in the Wider World</p> <p>Communities</p> <ul style="list-style-type: none"> • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> • 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 •
		<p>Key Vocabulary: addictive, advertising, age restrictions, appearance, appropriate, autonomy, balanced lifestyle, beauty, boundaries, care, cleanliness, contact, control, damage, dangerous, dental, deprivation, 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</p>
6 Aiming High		<p style="text-align: center;">Health and Wellbeing</p> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth <p style="text-align: center;">Relationships</p> <p style="text-align: center;">N/A</p> <p style="text-align: center;">Living in the Wider World</p> <p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> • L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

		<ul style="list-style-type: none"> • L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life • L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them • L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid • L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • L31. to identify the kind of job that they might like to do when they are older • L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
		<p>Key Vocabulary: advertisement, apprenticeship, avoidance, barriers, behaviours, benefit, business, careers, collaborate, college, creativity, criteria, decisions, discrimination, employee, enterprise, failure, fear, feedback, focus, further education, helpful, ideas, individual, innovation, interests, law, listening, mistakes, panic, perseverance, prejudice, privilege, problem-solving, responsible, rights, self-worth, social class, stress, teamwork, unhelpful, university</p>

Year 6	1 VIPS	<p style="text-align: center;">Health and Well-being N/A Relationships</p> <p>Families and close positive relationships</p> <ul style="list-style-type: none"> • 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 the different ways in which people care for one another • R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability • R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice <p>Friendships</p> <ul style="list-style-type: none"> • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <p>Safe relationships</p> <ul style="list-style-type: none"> • R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • R26. about seeking and giving permission (consent) in different situations • R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <p>Respecting self and others</p> <ul style="list-style-type: none"> • R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online • R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
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		Living in the Wider World N/A
		<p>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</p>
2 Safety First		<p style="text-align: center;">Health and Well-being</p> <p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health <p>Ourselfs, growing and changing</p> <ul style="list-style-type: none"> H35. about the new opportunities and responsibilities that increasing independence may bring <p>Keeping safe</p> <ul style="list-style-type: none"> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say <p style="text-align: center;">Relationships</p> <p>Safe relationships</p> <ul style="list-style-type: none"> R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this <p style="text-align: center;">Living in the Wider World N/A</p>
		<p>Key Vocabulary: accident, action, advice, brave, consequence, decision, environment, independence, informed, liquids, mature, media, medication, pills, responsible, sensible, situation, social media, support, unfamiliar</p>
3 One World		<p>Health and Well-being N/A</p> <p>Relationships N/A</p>

Living in the Wider World

Shared responsibilities

- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Economic wellbeing: 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)

Key Vocabulary:

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

4
Digital
Wellbeing

Health and Wellbeing

Healthy lifestyles (physical wellbeing)

- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

Keeping safe

- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Relationships

Managing hurtful behaviour and bullying

- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21. about discrimination: what it means and how to challenge it

Safe relationships

- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

	<ul style="list-style-type: none"> • R24. how to respond safely and appropriately to adults 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 <p style="text-align: center;">Living in the Wider World</p> <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> • L11. recognise ways in which the internet and social media can be used both positively and negatively • L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • L13. about some of the different ways information and data is shared and used online, including for commercial purposes • L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information • L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
	<p>Key Vocabulary: 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</p>
<p>5 Money Matters</p>	<p style="text-align: center;">Health and Well-being N/A</p> <p style="text-align: center;">Relationships N/A</p> <p style="text-align: center;">Living in the Wider World</p> <p>Economic wellbeing: Money</p> <ul style="list-style-type: none"> • 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 make spending decisions based on priorities, needs and wants • L21. different ways to keep track of money • L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

	<ul style="list-style-type: none"> • L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations • L24. to identify the ways that money can impact on people’s feelings and emotions
	<p>Key Vocabulary: 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</p>
<p>6 Growing Up</p>	<p style="text-align: center;">Health and Wellbeing</p> <p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> • 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 <p>Mental health</p> <ul style="list-style-type: none"> • H17. to recognise that feelings can change over time and range in intensity • H18. about everyday things that affect feelings and the importance of expressing feelings • H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> • 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 • H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ • H34. about where to get more information, help and advice about growing and changing, especially about puberty <p style="text-align: center;">Relationships</p> <p>Families and close positive relationships</p>

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- 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

Safe relationships

- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

Living in the Wider World

Communities

- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

Media literacy & digital resilience

- L11. recognise ways in which the internet and social media can be used both positively and negatively
- 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 Vocabulary:

acne, amniotic fluid, amniotic sac, birth, bisexual, body image, body odour, caesarean section (C-section), choice, conceive, conception, condom, consent, contraception, contraceptive pill, discharge, fancy, fertilise, heterosexual, homosexual, illegal, incest, intercourse, legal, masturbation, media, mood swings, negative, placenta, positive, rape, safe sex, self-esteem, sex, sexual, sexual intercourse, sexual orientation, sexually transmitted infection (STI), stressed, vaginal birth, weight, wet dreams, zygote