



|                                      |               | Early Years  | Key Stage 1   |   | Lower Key Stage 2   |   | Upper Key Stage 2   |  |
|--------------------------------------|---------------|--|---|---|---|---|---|--|
| Strand                               |               | Reception  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
| Core theme 1 - Health and well being | Being My Best | <p>Feel resilient and confident in their learning. Name and discuss different types of feeling and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p> | <p>I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p> | <p>I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> | <p>I can give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p> | <p>I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.</p> | <p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> | <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.</p> |





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|  | Growing and Changing | <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> | <p>I can identify an adult I can talk to at both home and school. If I need help.</p> <p>I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>I can tell you what some of my body parts do.</p> | <p>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>I can give examples of how to give feedback to someone. (E.g. support)</p> | <p>I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p> | <p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can name some of the difficult feelings someone might have as they go through puberty. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can tell you who can get married and how old they have to be. I can tell you why people get married.</p> | <p>I can explain what resilience is and how it can be developed.</p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p> | <p>I can give an example of a secret that should be shared with a trusted adult.</p> <p>I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p> |
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|  | <b>Keeping Safe</b> | <p>Know how to keep their bodies healthy and safe.<br/>Name ways to stay safe around medicines.<br/>Know how to stay safe in their home, classroom and outside.<br/>Know age-appropriate ways to stay safe online.<br/>Name adults in their lives and those in their community who keep them safe.</p> | <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).<br/>I can give examples of how I keep myself healthy.<br/>I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p> | <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.<br/><br/>I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.<br/><br/>I can explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.</p> | <p>I can say what I could do to make a situation less risky or not risky at all.<br/>I can say why medicines can be helpful or harmful.<br/>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p> | <p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.<br/>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.<br/>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> | <p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.<br/>I can say the percentage of people aged 11-15 years old that smoke in the UK (3% - as of 2022, and I can give reasons why some people think it's a lot more than this.</p> | <p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.<br/>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.<br/>I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> |
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| Core Theme 2 – Relationships | Valuing Difference | <p>Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and co-operation.</p> | <p>I can say ways in which people are similar as well as different.<br/>I can say why things sometimes seem unfair, even if they are not.</p> | <p>I can say how I could help myself if I was being left out.<br/>I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p> | <p>I can give examples of different community groups and what is good about having different groups.<br/>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> | <p>I can say a lot of ways that people are different, including religious or cultural differences.<br/>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p> | <p>I can give examples of different faiths and cultures and positive things about having these differences.<br/>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> | <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.<br/>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> |
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|   | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Healthy Relationships</p>       | <p>Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worries or scared. Identify ways to help others or themselves if they are worried or sad.</p> | <p>I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p> | <p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p> | <p>I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p> | <p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p> | <p>I can give a range of examples of our emotional needs and explain why they are important. I can give some examples of how to be a good friend.- I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> | <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Theme 3 - The World</p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Rights and Responsibilities</p> | <p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make</p>   | <p>I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.</p>   | <p>I can give examples of things that help me to be settled and calm in the classroom and I can give examples of when I've used some of these ideas to help me when I am not settled.</p>   | <p>I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p>  | <p>I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers</p>   | <p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I</p>   | <p>I can explain how people's social media profiles often give a biased view of them. I can explain why people might do this (why they are showing certain aspects of themselves) and how social media</p>                      |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Environment</p>              |  |   |  |   |  |  |   |   |





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|  | Money | <p>an impact on the natural world.</p> <p>Demonstrate building relationships with friends.</p> |   |   |   | <p>or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>I can explain how money is a limited resource and we have choices and decisions to make about how to spend it. I can give examples of these decisions and how they might relate to me.</p> | <p>am responsible for to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p> | <p>can affect how a person feels about themselves. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.</p>                                 |
|  |       | <b>General knowledge and SMSC</b>  | <p>School values</p> <p>Enjoy learning about oneself, others and the surrounding world</p> <p>Develop social skills</p> | <p>School values</p> <p>Use imagination and creativity in learning</p> <p>Understand own heritage</p> | <p>School and own values</p> <p>Responsibility for behaviour choices</p> <p>Distinguish between right and wrong</p> <p>Willingness to reflect on experiences</p> <p>Use a range of social skills</p> <p>Understand the heritage of others</p> | <p>School and own values</p> <p>Understand how to contribute positively to those around us</p> <p>Apply understanding of right and wrong to own lives</p> <p>Use a range of social skills in different contexts</p> <p>Understand and appreciate a range of different cultures</p>  | <p>Values of others</p> <p>Understand how to contribute to school and the local community</p> <p>Recognise legal boundaries in the law</p> <p>Participate in a variety of communities</p> <p>Participate in and respond to a range of opportunities</p>    | <p>Values of others</p> <p>Understand how to contribute to society</p> <p>Be reflective on own beliefs</p> <p>Show initiative</p> <p>Understand consequences of behaviour and actions</p> <p>Volunteer and cooperate well with others</p> <p>Explore and understand different faiths and cultural diversity</p> |
|  |       | <b>Concepts</b>  | Respect   | Mutual respect  | Democracy<br>Mutual respect   | Democracy<br>Mutual respect<br>Rule of Law<br>Individual liberty  | Democracy<br>Mutual respect<br>Rule of Law<br>Individual liberty   | Democracy<br>Mutual respect<br>Rule of Law<br>Individual liberty<br>Participate fully in and contribute positively to life in modern Britain  |





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|  | <b>Vocabulary</b><br>Similar<br>Different<br>Feelings<br>Medicine<br>Online<br>Community<br>Healthy<br>Childhood<br>Baby<br>Penis, vagina | Similar<br>Different<br>Emotions<br>Rules<br>Fair/unfair<br>Healthy<br>Medicine<br>Heart, brain, lungs, intestines, stomach<br>Penis, vagina<br>Private | Bully<br>Tease<br>Rules<br>Secret<br>Medicine<br>Goal<br>Internal body parts – heart, lungs, intestines (large and small) stomach, blood, brain. | Needs<br>Community<br>Respect<br>Tolerance<br>Risk<br>Personal details<br>Fact/opinion<br>Goal setting<br>Positive and negative relationship<br>Period<br>Fertilisation<br>assertive | Religion<br>Culture<br>Stereotype<br>Influence<br>Smoking<br>Alcohol<br>Bystander<br>Uterus<br>Fallopian Tube<br>Cervix | Emotional needs<br>Faith<br>Culture<br>Rights<br>Responsibility<br>Council<br>Resilience | Negotiation and Compromise<br>Prejudice<br>Active and Passive<br>Bystander<br>Environmentally sustainable<br>Enterprise |
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|---------------|--------------------|--------------------|--------|--------------------------|--------|--------------------------|--------|
|               | <b>Early Years</b> | <b>Key Stage 1</b> |        | <b>Lower Key Stage 2</b> |        | <b>Upper Key Stage 2</b> |        |
| <b>Strand</b> | Reception          | Year 1             | Year 2 | Year 3                   | Year 4 | Year 5                   | Year 6 |





End Points

State ways in which they can keep themselves safe and healthy  
Name parts of their body and know we grow and change.  
Talk about different feelings and know ways to change our feelings.  
Be able to say what they are good at  
Name 5 people they can talk to if they are worried.  
Say how people are the same and different.  
Find ways to resolve simple arguments.  
Know what bullying is.  
Show an understanding of good and bad touches.  
Know who to contact in an emergency  
Name ways that we can look after our environment (including saving energy)  
Begin to understand the concept of spending and saving money.

Know what we mean by a balanced diet  
Explain when it's o.k to not keep a secret  
Explain how to keep safe on-line.  
Be able to identify feelings associated with change.  
Set achievable goals.  
Listen and respond respectfully to other's views.  
Develop strategies to solve disputes.  
Understand that their body and emotions will change through puberty.  
Explain how other countries are different.  
Explain why it's important to protect the environment  
Explain why it's important to save and budget, showing some understanding of loans and interest.

Explain the problems of media images not reflecting reality.  
Identify the risks and effects of drugs.  
Identify areas for self improvement.  
Know the law linked to contact and abuse.  
Can assess risk in different situations and decide how to manage this.  
Have strategies to deal with peer pressure.  
Can recognise and challenge stereotypes  
Identify the consequence of bullying behaviours and know how to challenge it.  
Can recognise unhealthy relationships  
Explain human reproduction.  
Know why laws are needed and show an understanding of human and children's rights.  
Understand that media information needs to be critically examined.  
Develop enterprising skills.  
Have an awareness of topical issues.  
Understand how they can contribute to their community and how this impacts on well being.

