



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Relationships	<p>Children can...</p> <ul style="list-style-type: none"> Identify the importance of friendships on their wellbeing. Explain how a friendship should feel. Identify strategies to resist pressure – peer and from an adult. Recognise when a situation is making them feel unhappy or unsafe and where to go for help. Listen and respond respectfully to others. Make new friends using common interests. Recognise what they have in common with others. 	<p>Children can...</p> <ul style="list-style-type: none"> Explain why everyone should be treated with respect. Recognise if a family member is making them feel unsafe and unhappy. Explain that healthy friendships make people feel included. Recognise when others may feel lonely. Discuss and debate topical issues while respecting other people’s points of view. Be respectful while responding to different people. Respect the differences/similarities in others. 	<p>Children can...</p> <ul style="list-style-type: none"> Explain different family structures. Listen and respond to opinions that are different to theirs. Constructively challenge those they disagree with. Recognise what is appropriate to share. Seek/give permission in different situations. Identify different types of relationships. Respond to hurtful behaviour. Resolve disputes and reconcile differences, Challenge discrimination. 	<p>Children can...</p> <ul style="list-style-type: none"> Recognise and model respectful behaviour online. Manage pressure from others that makes them feel unsafe or uncomfortable. Recognise different relationships they have. Respond to peer influence using different strategies. Identify the different ways people show they care.
	<p>Children know...</p> <ul style="list-style-type: none"> What is appropriate towards their bodies. There are different relationships. What bullying and discrimination is. What privacy and personal boundaries are. Different family structures. What a healthy family life looks like. The different ways to show you care. Friendships change over time. Some strategies to support resolving disputes with friends. 	<p>Children know...</p> <ul style="list-style-type: none"> What self-respect is. Who to speak to for support if feeling lonely or excluded. How to challenge discrimination The different types of physical contact and how to respond to unwanted contact. The importance for seeking and giving permission. Where to get advice from if they are worried about themselves or someone else. The difference between a good secret and a bad secret. 	<p>Children know...</p> <ul style="list-style-type: none"> How to respond to risks and harmful content. The effect of online actions. Strategies to build positive friendships. Who to ask for support if a friendship (online or offline) is making them feel unsafe. How to report concerns when using the internet. 	<p>Children know...</p> <ul style="list-style-type: none"> The benefits of having different types of friends. Anyone can experience ill mental health. Difference between knowing someone face-to-face and online. The risks with communicating online. People are attracted to someone emotionally, romantically, and sexually. That people can be attracted to someone of the same or different sex to them. Marriage and civil partnership is a legal declaration of commitment made by two adults. That forcing anyone to marry is against their will is a crime.
Living in the Wider world	<p>Children can...</p> <ul style="list-style-type: none"> Show care and concern for others. Show awareness of how to stay safe online. Show ways to protect the environment. Identify different rules for a variety of situations. Identify and explain how different people/groups contribute to the community. 	<p>Children can...</p> <ul style="list-style-type: none"> Recognise positive things about themselves. Set achievable personal goals. Begin to recognise strategies to respond to prejudice. Reduce, reuse, and recycle within their everyday lives and promote this to their families. Recognize the reason for laws. 	<p>Children can...</p> <ul style="list-style-type: none"> Identify the risks associated with money. The positives/negatives of the internet. Recognise different stereotypes in work. Recognise skills they need for their future. Recognise a variety of routes into a career. Value diversity within their community. Respond to situations which discriminate. Identify how money can impact on people’s feelings and emotions. 	<p>Children can...</p> <ul style="list-style-type: none"> Explain stereotypes. Make safe choices from searches by assessing reliability of sources Show compassion and concern for others. Share responsibility. Explain how people are influenced through the media. Explain how information is shared and used online.



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
	<p>Children know...</p> <ul style="list-style-type: none"> • The different groups in their community. • The risks online. • The need for rules. • What living in a community means. • What diversity is. • About how we protect the environment (reducing, reusing, recycling) 	<p>Children know...</p> <ul style="list-style-type: none"> • Some skills needed for future careers. • What prejudice is. • The importance of having compassion for others. • There are human rights, and they are there to protect everyone. • The consequences of not adhering to rules and the law. • How people spend can affect the environment. • The rules, restrictions, and laws of sharing images online. 	<p>Children know...</p> <ul style="list-style-type: none"> • What stereotypes mean. • The benefits of a diverse community. • What makes something “good value for money”. • The different ways to pay for things. • That not all information online is reliable. • The ways that money can influence people – feelings, gambling, saving, spending. • That there are different jobs. • That people have many jobs in their lives. • Some jobs are paid more than others. • What might influence people’s decision of a career. • The different ways to track money. • There are a variety of routes into carers. 	<p>Children know...</p> <ul style="list-style-type: none"> • How to challenge stereotypes. • How information is ranked, selected, and targeted to individuals. • How the media manipulated text and images. • The relationship between rights and responsibilities. • The risks involved with winning and losing money and how this can impact on someone’s mental health and future.
Health and Wellbeing	<p>Children can...</p> <ul style="list-style-type: none"> • Recognise their different qualities. • Recognise risks in everyday situations. • Show awareness of how to keep themselves safe at home (inc fire safety, medicines, harmful household products) • Recognise some influences of our choices. • Identify habits within their lifestyles. 	<p>Children can...</p> <ul style="list-style-type: none"> • Recognise their own individuality. • Identify personal achievements and interests. • Explain some strategies to manage setbacks. • Identify some strategies to manage allergies. • Respond safely to adults they encounter. • Predict and assess risks in different situations. • Explain and give examples of strategies to keep themselves and others safe online. • Manage peer influence with different strategies. • Use a varied vocabulary when talking about their feelings. • Express their feelings in a variety of ways. 	<p>Children can...</p> <ul style="list-style-type: none"> • Explain what contributes to who we are. • Recognise others individuality. • Identify personal strengths and skills. • Predict, assess, and manage risks. • Explain strategies to keep safe in the local environment. • Explain firework safety. • Administer basic first aid. • Explain how to contact emergency services and when too. • Explain how they can promote personal safety and wellbeing. 	<p>Children can...</p> <ul style="list-style-type: none"> • Make informed decisions about their health. • Explain what a balanced healthy lifestyle is. • Explain how habits have an impact on lifestyle. • Identify signs of physical health. • Explain the importance of a routine. • Identify who to speak to when worried. • Explain strategies to support them with perceived failures. • Manage feelings appropriately in different situations. • Explain the new opportunities and responsibilities increase independence brings. • Manage their time online effectively.



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
	<p>Children know...</p> <ul style="list-style-type: none"> • How to keep themselves safe in familiar and unfamiliar settings. • The importance of balancing time online. • Hygiene routines to keep them safe and healthy. • What good physical health means. • What personal identity is. • What a healthy meal consists of. • Who to call if there is an accident. (999) • What contributes to who we are. • The effects of lack of sleep on the body, feelings, behaviour, and ability to learn. • How sleep and routine contribute to overall health. • How our diet impacts our dental hygiene. • How to maintain good oral health. • Who to speak to if worried about their health. 	<p>Children know...</p> <ul style="list-style-type: none"> • Some points about mental health and the warning signs. • The benefits/risks of sun exposure. • Basic first aid and common injuries. • How to seek/give permission in situations. • How to keep safe in the sun. • How social media can affect their mental health. • What it means to “know someone online”. • The importance of expressing feelings. • Some age restrictions and why they are in place. • Some strategies to deal with change or loss. • Everyday things can affect feelings. • How everyday hygiene routines limit spread of germs. • Some medicines that contribute to health. 	<p>Children know...</p> <ul style="list-style-type: none"> • Hazards that may cause harm. • The risks and effects of legal drugs. • The law around drugs. • Importance of taking medicines correctly. • Why people chose the lifestyle they do. • Organisations to support people. • The reasons for following and complying with regulations and restrictions 	<p>Children know...</p> <ul style="list-style-type: none"> • Strategies to manage transitions. • The reproductive organs of males and females. • That for some people gender identify does not correspond with their biological sex. • The importance of their mental health. • Strategies to support their mental health like they have for their physical health. • The benefits of eating nutritionally well. • The risks of an unbalanced lifestyle – obesity. • Difficulties can be resolved. • Feelings range in intensity. • The female genital mutilation is against British law. • The mixed messages the media sends about drugs. • The physical/emotional changes that happen during/approaching puberty. • Importance of hygiene during puberty. • The process of reproduction • How babies are conceived and how to prevent this.
Key Vocabulary	Bullying, racism, bystander, cyber, unkind, feelings, unhappy, empathy, acceptance, family, culture, belief, community, diverse, single parent, diverse, influence, food, active health, physical health, mental health	Self-esteem; self-worth; personal qualities; goal setting; managing setbacks; respect for self; courteous behaviour; safety; human rights; hygiene; classification, pressure, danger, hazards, emergency services, Inner strength, Assertiveness	Loans, credit cards, hire-purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers, alcohol, tobacco, nicotine, substance, illegal, ask frank, prescribed, solvents, hazard, risk, assessing, emergency, first aid, CPR	Puberty, reproduction, reproductive organs, conception, pregnancy, womb, uterus, egg, menstruation, periods, responsibilities, erection, vagina, contraception, gender, sexuality, stigma, discrimination, Exploitation, Global citizenship, Anti-social behaviour, misleading, marketing, consumers, manipulate, advertising