RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE

NORTHSIDE RSHE Curriculum Overview 2026-2027

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

		2 Year old Nursery	3 Year Old Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Knowing me, Knowing my feelings	**Feelings and Families**	**Emotions, feelings and peer pressure**	**Mental well being and relationships**	**Looking after out well being**	**Feelings, Family and staying healthy online**
		Knowledge								
AUTUMN 1	**Emotions and Me**	-Understand turn taking -Be able to express a range of emotions. - Know how to Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."	-Know why rules are important	-Know what poor behaviour is. - Know how to e their feelings and consider the feelings of others.	-Notice and name a range of feelings in themselves and others such as happiness, excitement, anger, and sadness; that feelings can be felt more or less strongly. SG -That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well SG - what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging - that they have likes, dislikes and needs; why it is important to understand that not	-Understand that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses SG - Identify things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) - Identify strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies SG -understand about different kinds of	-Understand shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others - know the importance of taking care of mental health and wellbeing, as well as physical health SG - know how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - know how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses SG	-Know that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships -that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these SG - Know healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the	- Know different everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) - Know unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty. Know there is support available to	-Know what to do and who to talk to if someone is worried about their family or feels unsafe SG - Know everyone feels worried ,lonely or sad sometimes and that these feelings can affect wellbeing; Know the befits of talking-to someone SG - Know elf-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations SG -Know that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively SG - Know how to manage emotional responses to events outside of their control (e.g. climate

					everyone likes, dislikes and needs the same things - how to respectfully express their likes, dislikes and needs, and listen to other people - ways to show politeness and respect	change and loss (including death); how change and loss can affect people and who can help SG - Understand preparing to move to a new class or year group and how to manage feelings during times of change -Explain who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help SG	-how to direct attention and manage distractions to support mental health and wellbeing SG	importance of seeking support if feeling lonely or excluded SG - Know friendships have ups and downs and can change over time; working through differences can sometimes strengthen friendships SG -Know change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief SG	help people manage this SG - Know when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school SG	change or distressing events SG - Know content on the internet is ranked and targeted at specific individuals and groups; different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see SG - Know about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing SG
	Skills									
		- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. -Start to say how they are feeling, using words as well as actions.	--Remember rules without needing an adult to remind them -Talk with others to solve conflicts -Listen to others and follow simple instructions -Respect others by giving a turn to my peers and sharing ideas/resources -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how	-sensitivity to their needs and the needs of others -Explain the reasons for rules and know right from wrong -Show resilience and perseverance when faced with a challenge - Identify and moderate their own feelings socially and emotionally.	-Name different feelings and know that feelings can be big or small. -understand that being aware of how they think and feel helps them manage their feelings SG - talk about what makes them special, including their likes, dislikes and needs, and understand that others may be different - share their thoughts kindly	--understand that feelings can influence behaviour and know simple ways to manage strong emotions SG - identify activities that help wellbeing, such as exercise, sleep, hobbies, time outside, and spending time with family and friends - identify and practice simple strategies to manage distractions, tricky thoughts, and strong	-understand that everyone has a role in caring for people and living things and should treat others with respect and kindness. - know that both our mind and body need looking after to stay healthy and well SG - name and describe a variety of feelings, and understand that our emotions can change in strength and alter over time	- Understand that during our lives we all have different kinds of relationships including family, friendships and romantic relationships - understand what makes a relationship committed and stable, including marriage and civil partnerships -recognise the different ways a family may go through change	- understand how sleep, rest, physical activity, a balanced diet, time outdoors and healthy routines support overall wellbeing - Understand how hobbies, interests, time with others and helping in the community can support our general wellbeing - recognise when unpleasant thoughts or feelings are strong, long-lasting or affecting daily life	- Explain how to seek help if they are worried about their family feels unsafe, including identifying trusted adults and support services SG] - recognise that everyone experiences difficult feelings at some points such as worry, loneliness or sadness, and understand the importance of talking to someone for support SG - develop and apply self-regulation strategies to manage emotions,

		-Name some emotions	others might be feeling.		listen to others, and show good manners and respect ,	feelings, and know that these get easier with practice SG - know that change (including moving to a new class/school) and loss, can bring different feelings, and be able to identify who to talk to for help and support, including adults at school and how to ask for help SG	- recognise that feelings can affect our actions and interactions with others and be able to demonstrate simple ways to calm strong emotions and reactions SG - practice strategies to cope with distractions and focus attention, in order to support their mental health and wellbeing SG	and possibly difficult times SG - understand how family members can support one another through challenging times SG - understand that our friendships should make us feel happy, safe and included and that these are he signs of a healthy friendship SG - recognise when they, or others, may feel left out or lonely and how they can help others feel included. understand that it is a good thing to ask for support if they are feeling lonely or left out SG - understand that friendships can change and sometime have problems, but talking and working through them can help and make them stronger SG - Talk about strategies to help manage change, loss and grief, including bereavement, can be felt and expressed differently by different people, and that strategies can help to manage these feelings SG	such as learning or playing, and understand that this may mean extra support is needed SG - Identify when something does not feel right emotionally and understand that it is important to speak up SG - know when and how to seek help for the wellbeing or mental health concerns of themselves or others, Know who they can tell. SG	thoughts and behaviour in different situations SG - understand that regular use of self-regulation strategies can strengthen the brain's ability to manage emotions over time SG - develop skills to manage emotional responses to things outside their control, such as global issues or distressing world events SG - understand how online content is ranked and targeted at certain people or groups SG - understand that in the online world data and information can be shared in different ways and develop skills to evaluate information and search results to make safe and informed choices. SG - Explain how online activity affects wellbeing and develop skills to make balanced choices about screen time and digital habits SG

RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE

Autumn 2: Our Relationships

					Having Healthy Friendships	**Making and Breaking Friendships**	**Different families and friendships**	**Diversity, Friendships and Boundaries**	**STEREOTYPES, DIVERSITY AND RELATIONSHIPS**	**RELATIONSHIPS, BULLYING AND CONFILCT RESOLUTION**
		Knowledge								
AUTUMN: 2		Know who their family members are	Know what special times or events are - Develop their sense of responsibility and membership of a community. -Play with one or more other children, extending and elaborating play ideas.	Know what an immediate family is and who is in theirs. -Know what a community is	- Know what friendship is and what makes a good friend - Know how people make friends and how to be kind and caring in friendships - that friends can argue, and they can also make up -Know simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument SG - Know how to ask for help if a friendship is making them feel unhappy SG - Know how to share, take turns and include others - Know about kind and unkind behaviour; that someone's actions and words can be hurtful SG - Know What bullying is, how to recognise bullying; how people may feel if they experience hurtful behavior or bullying; the importance of	-Know when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources: how to give or not give permission clearly and respectfully SG - Know basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe SG - Know what they can do if they feel upset or angry with someone SG - Know how to share, take turns and include others -Know how to recognise bullying; how people may feel if they experience hurtful behavior or bullying; the importance of telling an adult if they experience or witness bullying SG - Know that it is important to be kind online; that people's feelings can be hurt by unkindness online SG	-Know how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected SG - Know that families should provide love, care, protection, and safety for children as they grow up SG - Know the importance of friendships; that positive friendships support wellbeing SG - Know how people choose and make friends; skills for building caring, kind friendships SG	-Know what diversity is, the benefits of living in a diverse community and that everyone should be treated with respect - Know how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own - Know how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling SG - Know keeping something confidential or secret, when this should not be	- Know what constitutes a positive, healthy friendship that truthfulness and loyalty are also part of this, but when these might be less appropriate SG -Know about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others SG - Know what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes SG - Know about prejudice and discrimination, to recognise behaviours that	-Know that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences. -Know strategies for recognising and managing peer influence and the desire for peer approval in friendships SG - about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others SG -Know if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary SG -Know ways to reconcile differences and conflict positively and safely, including avoiding physical

					telling an adult if they experience or witness bullying SG - Know who to tell if they are uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so SG	-Know that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true SG		agreed to, and when it is right to break a confidence or share a secret; who to tell about this.SG -Know how to identify trusted adults, and other sources of support and advice, in different contexts; how to keep trying so they are heard,SG	discriminate against others; ways of responding to discrimination, including when and how to seek help SG - Know the similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfillingSG - Be aware that the same principles about how to treat others apply in all contexts, including online SG - Know the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online SG	aggression and finding a compromiseSG -**Know** how to respond to situations where they experience disappointment or frustration with othersSG - **Know** how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous SG - Know how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous SG
	Skills									
		-Make connections between the features of their family and others - Develop friendships with other children -Find ways of managing transitions, for	-Describe special times or events for family or friends. - Become more outgoing with unfamiliar people, in the safe context of their setting. -Notice differences between people.	-Recognise similarities and differences between themselves and others in relation to friends or family. -Talk about member of their immediate family and community -Form positives	- Explain what makes a good friend and how to be kind, caring and include others. - Explain simple ways to solve friendship problems peacefully and know that physically hurting someone is never acceptable SG	- understand how to and give permission when haring toys, space, and play, and be able to show respect for others SG - Discuss simple ways to say no or get help if something feels uncomfortable or unsafe SG	- describe how and why families can look different (for example: single parent families, blended families, adoption, fostering and LGBT+ families) and that all families should be respected SG	- understand that people's identities are shaped by things like culture, family, beliefs, hobbies and interests, and that everyone should be treated with respect - Explain the benefits of being	- understand what makes a positive, healthy friendship, including respect, trust, kindness and support SG - Identify the importance of honesty and loyalty in friendships but also identify when these	- understand that healthy friendships are respectful and not controlling and recognise that having different friends can bring positive experiences - develop skills to recognise peer pressure and manage the need for approval in friendships

		example from their parent to their key person. -Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.		attachments with adults and friendships with peers -Understand that some places are special to members of their community.-Recognise that people have different beliefs and celebrate special times in different ways.	- recognise kind and unkind behaviour, including bullying, and know to ask a trusted adult for help if they feel unhappy, worried or upset SG	--Explain how to play well with others by sharing, taking turns, and including everyone, and know what to do if they feel upset during play SG - recognise bullying (including online), understand how it affects people, and know to tell a trusted adult SG - Understand that online behaviour should be kind and that people online are not always truthful or who they say they are SG	- understand that families help children by giving love, care, safety and support as they grow SG - recognise that having friends is important and that good friendships are important for wellbeing and happiness.SG - Explained how friendships are formed and be able to list the skills and attributes for building caring friendships (e.g. listening, being kind, respecting others' boundaries and celebrating their successes) SG	part of a diverse community - know that good manners and listening carefully show respect, and that different cultures may show this in different ways - understand the importance of responding respectfully when others may have different traditions, beliefs and lifestyles - Explain how to communicate clearly and respectfully, including sharing feelings, needs and personal boundaries; understand the difference between being assertive and being controlling SG - understand when it is right to keep something private (e.g. a happy surprise) and when it is important to share a secret and seeks support because it makes them feel uncomfortable, worried or unsafe SG - Identify their trusted adults and other means of support SG - Discuss the skills and language needed to ask for help when they are concerned about their own or others' safety or frightened SG	may not be appropriate SG - Identify the different types of bullying (online and offline), the impact for those involved, and how bullying behaviour can be influenced by others SG - Explain what to do if they see bullying behavior either online or offline, including how to report and seek help for those involved SG - understand what stereotypes are, how they can change behaviours and attitudes, and develop skills to challenge them in everyday situations SG - Identify prejudice and discrimination and know how to respond to unfair or excluding behaviour and seek support when needed SG - compare online and offline communication, recognizing the value of face-to-face relationships and the limits of online interaction SG - understand that respect is important in all situations, including online environments SG - Explain when and how to report online worries or concerns and see help from a trusted adult or appropriate service SG	- consider how to show kindness and balance their own needs with the needs of others in friendships and family relationships SG - recognise the signs that a friendship feels unsafe, unkind or uncomfortable, and know how to seek help and support SG -Explain positive strategies to solve disagreements, including compromise and calm communication and avoiding physical aggression SG - develop skills to manage feelings such as disappointment or frustration in relationships SG - understand how online behaviour affects others and apply respectful, kind communication, even when anonymous SG - develop strategies to resist online peer pressure, including not sharing personal information or images and not pressuring others to do so SG

RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE

Spring 1: Keeping Ourselves Safe

					How can I keep myself safe?	Keeping Safe	Healthy Relationships and keeping safe	Media and Me	Rights safety and digital Resilience	Media Literacy and Digital resilience
		Knowledge								
	Keeping Ourselves safe	Know who their keyworker is Know what different technology is around us	Know who to ask for help -Know the names of different emotions/feelings Understand how to use technology safely Be aware of basic internet safety	-Identify who the safeguarding team are and their role in school.	-Know what rules are, some basic safety rules and how different rules can help to keep people safe in different situations SG -Know how to recognize potentially harmful or hazardous situations in everyday life, including at home SG - Know ways to keep safe when out and about, e.g. near railways, on the street and in busy places SG - Know how to cross the road safely with adult support SG - Know different ways people use the internet in everyday life -Know that not everything on the internet is true or real SG - Know how the internet and digital devices can be used to safely and respectfully communicate with others SG	-what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult SG -Know what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard SG - Know how to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know SG - Know the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe SG	- Know the difference between public and private; why something might be private, and when children and adults have a right to privacy SG - Know about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults SG - Know about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support SG	-Know about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online SG -Know reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing SG - Know the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users SG -	- Know about the role of rules and laws in keeping people safe SG - Know about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances SG - Know how to predict, assess and manage risk in different situations SG - Know strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) SG - about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent SG - Know why and how to use privacy and location settings to protect information SG -	-Know how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation SG -Know what AI is (including generative AI) and where it might be encountered in everyday life SG - Know how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing SG - Know the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet SG - Know how to decide what is appropriate to share

					-Know basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people SG	- Know how to keep safe around water, using the water safety code SG - Know about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency SG - Know how to dial 999 in an emergency (including from a locked mobile phone), and what to say SG - Know how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices SG - Know some benefits and risks of watching videos or playing games online SG - Know how to tell a trusted adult if they have worries about something online SG				online and what should not be shared SG - Know where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online SG -Know how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing SG
		Skill								
		-Find ways to calm themselves through comfort of	-Separate from main carer with support and encouragement from key worker.	-Learn what is appropriate behaviour. -Build constructive and respectful	- Understand how rules help keep people safe and can spot simple dangers at home and outside SG	- identify their trusted adults (those that make them feel safe, listened to and cared for) SG	- understand the difference between public and private and explain why some information or	- identify both positive and negative uses of the internet in our daily lives SG	- understand that rules and laws help keep people safe and society running smoothly SG	- understand that text, images and videos online and in the media can be altered or made up and develop critical

		their keyworker	-Show confidence in asking adults for help. -Identify what is the internet -Express their own feelings	relationships with others. -Recognise the benefits of using a range of technology in places such as homes and schools	- be able to recognise potentially harmful situations in everyday life and at home SG - Understand how to stay safe when out and about, including crossing the road with an adult SG - understand that the internet is used in different ways, but not everything online is true or real SG - Understand basic online safety rules, like being kind online and keeping personal information private SG	- Understand how to ask for help for themselves or others if they feel unsafe or worried and to keep asking until someone listens SG - understand the difference between trusted adults, familiar community adults, and adults they don't know SG - understand that adults' secrets should not be kept (except happy surprises) and recognise the importance of telling a trusted adult about any secret that feels uncomfortable, worrying, embarrassing or unsafe SG - Understand the water safety code and describe how it helps them stay safe around water SG - identify people whose job it is to keep children safe and how to get help from an adult if there is an emergency or accident SG - Explain how to call 999 in an emergency (even from a locked mobile phone) and give simple, clear information SG - Understand that online rules and limits help keep people safe, including taking breaks from screens SG	situations are private, including when children and adults have a right to privacy SG - recognise when consent is needed in different situations with friends, peers and adults, and understand how to ask for and give (or not give) consent SG - understand that people online may not always be honest about who they are and why they might behave differently SG - Understand how to recognise risks in online relationships and spot harmful content SG - be able to describe how to report a concern about something online to a trusted adult and other places of support SG	- Explain the pros and cons of connecting with people online SG - understand where (apps, streaming services, films, gaming, gambling sites) and why age restrictions and online rules exist and use this knowledge to make safer decisions about what they access SG - understand that social media has age limits and develop awareness of how these protect users from unsafe contact and content SG - practise simple strategies for staying safe online, such as thinking before sharing and knowing when to stop using an app or website and the links to personal safety and wellbeing SG - develop skills to recognise unsafe or inappropriate online content and know what actions to take, including asking a trusted adult SG	- recognise common hazards in the home (such as fire and electricity) and know how to reduce risks to stay safe SG - develop skills to assess situations, predict risks and make safer choices in different contexts SG - understand how to stay safe when travelling and in different environments, including road, rail, water, cycle and firework safety, with or without an adult SG - recognise online rights and responsibilities, including around sharing personal data, privacy and consent SG - understand why and how to use privacy and location settings to help protect themselves online SG -	thinking skills to spot misinformation and misinformation and disinformation SG - Understand what artificial intelligence (AI) is, including generative AI, and recognise where it is used in everyday life SG - compare talking to AI chatbots with talking to real people and understand how this can affect communication and wellbeing SG - Identify the risks of sharing personal information, images and messages online, and understand that shared content can spread quickly, become uncontrollable, and be difficult to remove SG - develop skills to make safe, informed decisions about what should be shared online and what should stay private SG - know how and where to get help if something online causes worry, fear, embarrassment or upset SG - understand the risks linked to online gaming, including scams, spending money, addictive behaviour and online fraud, and develop safer gaming habits to promote wellbeing SG

						- Recognise that online games and videos can have both good and bad effects and know to speak to a trusted adult if they are worried about something they've seen online				
		# Spring 2: Keeping Ourselves Healthy								
					Keeping well and clean	Healthy People	Keeping ourselves healthy	Healthy lifestyles and getting help	Healthy Lifestyles- Legal and Illegal drugs	Healthy Lifestyles and Drug Education
		Knowledge								
SPRING 2		-Know the names of some healthy and unhealthy foods -Know that teeth needs to be brushed	-Know what foods are healthy and not healthy -Know how to brush their teeth	Know a range of different technologies - - Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	-know people who help us stay healthy and who can help if feeling unwell or hurt SG -Know how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health -Know why sleep is important; bedtime routines and ways to rest and relax -Know simple hygiene routines that can stop germs from spreading -Know who to talk to if they are worried about their health -Know what being healthy means and how physical activity helps people to stay healthy -Know ways to be physically active every day -Know that there are different types of food and drink, with different tastes and	-Know how to keep safe and well in the sun and protect skin from sun damage SG -know that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk -know that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink SG -Know when and how children can make choices about what they eat	-Know how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health SG -Know the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines SG -Know about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain SG	- Know the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing - know how to develop healthier eating and drinking habits and how to manage influences on their choices - Know some benefits of preparing meals at home; how to plan and prepare healthy meals - Know how and when to speak to adults (including in school) if they are worried about their health SG - Know how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma SG	-Know how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep - Know about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra processed foods -Know the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over the counter and prescription medicines) - Know to recognise that there are laws surrounding the use of legal drugs and that some drugs are	-Know about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves SG - Know why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)* SG -Know what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) SG - Know when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them SG -Know the facts, risks and effects of legal drug products

					textures, and people enjoy different foods -Know that people often share food together, e.g. during mealtimes or special occasions	and drink and who can help them make healthier choices -Know that medicines can help people to stay healthy or feel better if they are unwell SG -Know that some things that go into or onto bodies can be harmful and how we might know if something is harmful SG - Know how to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk SG		-Know the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over the counter and prescription medicines) SG - Know that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know SG -	illegal to own, use and give to others SG	common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over the counter and prescription medicines) SG -Know what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break SG - Know that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know SG
		Skill								

		- To be aware of technology around them	-Make healthy choices about food, drink, activity and toothbrushing.	-Talk about why teeth brushing is important - Explain how to stay safe when crossing the road and in the car. -	-understand that different people help us stay healthy and well when we are hurt or unwell and know who they can talk to if they are worried about their health SG -learn simple ways to stay healthy, including brushing teeth, washing hands, eating well, sleeping properly and being active each day, and the importance of these. -understand that food and drink come in different types, people have different likes, and food is often shared with others.	- understand how to protect our skin from sun damage SG -understand that food and drink come from different places and may change on its journey from the source to our dinner tables -Understand that what we eat and drink affects our health and the way we feel -Identify the food and drink that can help us be healthier, including the importance of a varied diet and the impact too much sugar can have on us SG -recognise when and how they can decide what they eat and drink and who helps us to make healthier choices. Identify who to talk to if they are worried about what they eat and drink -know that medicines can help people feel better and stay well SG -understand that some things that either go into or onto our bodies can cause harm and how we might recognise that something is harmful SG -recognise risks around medicines and household products, and know what to do and who	- understand how to look after teeth and gums by brushing well, cleaning between teeth, and visiting the dentist regularly SG -understand that daily choices, like food, drink and habits, can affect dental health SG -understand that being physically active regularly helps both body and mind stay healthy SG -plan a daily/weekly exercise routine including both moderate and vigorous activity -identify the choices we make that support a healthy lifestyle and what might impact/influence these choices -recognise that not being active enough can affect our health and wellbeing, including unhealthy weight gain SG	- understand what good physical health means and identify the key parts of a healthy lifestyle, including diet, activity, sleep and hygiene - develop skills to notice early signs of illness and know when and how to ask a trusted adult or medical professional for help SG - understand what makes a balanced diet and identify foods that should be eaten often or less often - understand how eating a variety of nutritionally rich foods benefits our overall health and wellbeing - Identify influences on food and drink choices and develop skills to make healthier decisions - Understand the benefits of preparing meals at home and demonstrate that they can plan and prepare a healthy meal - understand how and when to speak to trusted adults (including in school) about health concerns and practise seeking help when needed SG - recognise how medicines can support health	- develop understanding of how good sleep supports physical health, emotions, behaviour and learning, and build skills to create routines that improve sleep quality - understand how a lack of sleep can affect our ability to lead a healthy lifestyle - analyse how different foods and drinks affect the body, including the impact of unhealthy diets and ultra processed foods, and develop awareness to make healthier choices. - revisit knowledge of common legal drugs and their effects and develop understanding of the risks associated with their use SG - understand that there are some laws controlling how legal drugs are used SG - recognise that some drugs are illegal to own, use and give to others SG	- understand the benefits and risks (sun damage, heat stroke, skin cancer) of sun exposure, and develop safe habits when in the sun SG - understand how bacteria and viruses spread and apply good hygiene routines, including handwashing, personal hygiene and understanding the role of vaccinations in keeping people healthy SG - learn basic first aid skills for common injuries such as burns, bleeding, bruises and scalds, and know how to respond calmly and safely SG - Explain when and how to contact emergency services clearly and confidently and understand that getting help is more important than filming or recording incidents SG - Identify common legal drugs, including alcohol, nicotine, caffeine and medicines, and understand their effects and risks SG - recognise the different influences that can affect choices about drug use (e.g. alcohol, nicotine, cannabis), including peer pressure and habits, and understand that habits around drug

						to tell if something feels unsafe SG		when used correctly and understand basic ways to manage common conditions like asthma or allergies SG - understand the effects and risks of common legal substances (such as alcohol, caffeine, tobacco, vapes and medicines) and develop awareness to make safe choices SG - know that support is available for people affected by alcohol, nicotine or other drugs, and identify trusted adults or services that can help if they are worried about someone they know SG		use can be difficult to stop SG - Understand that support is available for people affected by alcohol, nicotine or other drugs, and identify trusted adults or services that can help if they are worried about someone they know SG
		# Summer 1: Our money our futures								
					My Money	Money and Jobs	Money Strengths and goals	Money and aspiration	Money and Enterprise	My Money, My Career, My future
		Knowledge								
		Know what money is	-Know some words related to money Know some of the adults jobs in school	- Identify how money is used in our society to buy things	-Know what money is, how people get money, and what it is used for -Know that money needs to be looked after; different ways of doing this,	-Know that money can be saved or spent; that people make different choices about saving and spending money	-Know that people have different attitudes towards saving and spending money -Know advantages and disadvantages of different ways of paying for things	-Know what influences people's decisions about saving and spending, including individual priorities, needs and wants --different ways to	-Know that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade,	-Know how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to SG

					including keeping money in an account -Know different ways of paying for things -	-Know the difference between needs and wants; that people may not always be able to have the things they want -Know-that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of -Know that people can earn money to pay for things by having a job -Know different jobs that people do, including roles and responsibilities people have in their community -some of the strengths and interests someone might need to do different jobs	-Know-to recognise their achievements and personal strengths; how to set targets to help achieve their goals -Know that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career -	keep track of money; how to keep money safe at home, outside the home or in a bank account -Know that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways -Know how different factors(e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career	buying single-use plastics) -Know how to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy -	-Know hat people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid -Know that there are different routes into careers (e.g. college, apprenticeship, university) -about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes
		Skill								
		Identify what money is. Identify the jobs of people in school (teacher care taker, cooks)	Identify and use everyday language related to money. -Show an interest in different occupations	--Recognise different jobs and the work people do at school.	-understand what money is, where it comes from, and what it is used for. --understand that money should be kept safe and the different ways they can do this -Understand that there are different ways to pay for things	- recognise that we can save or spend our money and that we can choose how we do this -compare things that we want and things that we need, and identify when we may not be able to get the things we want -describe what they enjoy doing, are good at and makes them proud, and recognise that others will have different interests and strengths	- describe how people choose to save or spend money in different ways --identify the pros and cons of paying for things using different methods --reflect on the things they have achieved in all areas of life and their own personal strengths -identify their goals (This week / this year / by the end of primary school / future jobs) and set	-understand what influences spending and saving decisions, including needs, wants, priorities and personal choices, and develop skills to make sensible financial decisions -recognise different ways of managing and keeping track of money and understand how to keep money safe in different situations, including at home	-develop awareness of how financial decisions can have wider social and environmental impacts -identify key skills that support future careers, including teamwork, communication and problem-solving -develop skills such as negotiation, critical thinking and digital literacy that are useful in different jobs and situations	- understand how money can impact emotions and wellbeing SG -develop strategies for managing feelings about money, including knowing who to talk to for support SG -recognise that different jobs are paid different salaries and understand that while money can influence career choices, some people also choose to do voluntary (unpaid) work -understand that there are different

						-understand that by having a job we can earn money and in turn pay for things -identify some of the different jobs people do what the roles are within their own community ---match the strengths and interests needed to undertake different jobs	achievable targets for meeting these -understand that there are many different jobs and that people may have more than one job in their working life	or in a bank account. --understand that job choices should not be limited by stereotypes and develop awareness that anyone can pursue any career -recognise that career decisions can be influenced by interests, values, strengths, family experiences and stereotypes		routes into careers, including college, apprenticeships and university -consider possible future jobs and careers while recognising that job opportunities may change over time due to social, environmental and technological developments, and that new careers may emerge
		# Summer 2:Growing and Changing									
					My family	About my body	My Body and feeling safe	Puberty and boundaries	Puberty and rights	Puberty, relationships and transitions
					Knowledge					
		Know the names of different emotions	Know basic toilet hygiene and hand washing -Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Recognise the importance of hand washing. -Know what healthy and unhealthy foods are -Know how to talk about ways to keep healthy -Know about personal hygiene	--Know what a family is and who is in our family -that there are different types of family, and that everyone's family is unique and special -Know how families show love and care, and different ways they can spend time together and share each other's lives -Know what to do if anything about family life is	-Know that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC SG -Know that some parts of the body are private; to be able to name these	-Know that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina SG -Know about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries	-Know -the external genitalia and internal reproductive organs in males and females SG -Know the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods*, body hair); strategies to	-Know the external genitalia and internal reproductive organs in males and females(penis, testicles, scrotum, nipples, vulva, vagina) SG -Know the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair);	-Know bout preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition SG -Know the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams,

					upsetting or concerning	private parts of the body (e.g. penis, scrotum, nipples, vulva) SG -Know about growing and changing from young to old and how people's needs change -	about these body parts SG -Know how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell SG	prepare for and manage these changes SG -understand what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries SG	strategies to prepare for and manage these changes SG -Know the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing SG -Know that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk ** SG -Know different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult SG -Know that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse SG	periods, body hair); strategies to prepare for and manage these changes SG -**Sex Education** - Know about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for *** SG -**Know** that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them SG -Know how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that SG -Know about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults SG
		Skill								
		- Learn to use the toilet with some help - Be increasingly able to talk about and	- Manage their own basic hygiene and personal needs successfully, including dressing and going to the	-To be able to recognise how to make someone feel happy. -To identify their own abilities -Know and talk about the	-understand what a family is and that families can be different -Understand that families care for each other and	-understand the PANTS rule from the NSPCC and that everyone's body belongs to them SG -recognise both safe and unsafe touch and how we can	-develop the understanding that some parts of the body are private and be confident in naming these private body parts	-identify the main external and internal reproductive organs in males and females SG -understand the physical and	- develop their understanding of the main internal and external reproductive organs in males and females (penis, testicles,	-develop skills to prepare for transitions such as moving to a new class or school, including managing thoughts and emotions linked to change SG

		manage their emotions. Talk about their feelings in more elaborate ways 'I am feeling sad because……'	toilet independently -Move confidently in a range of ways -Talk about myself in positive terms.	different factors that support their overall health and wellbeing -Sensible screen time - Make healthy choices about food, drink, activity and tooth brushing.	spend time together in different ways -know who to talk to and how to ask for help if something at home makes them feel upset or worried	follow simple rules and put boundaries in place to protect our privacy SG -understand that some parts of the body are private and feel confident naming these bodies using the correct scientific language (penis, scrotum, nipples, vulva) SG -Understand that we grow and change as we get older and understand how our needs change during this time	using scientific language SG -understand that private body parts belong to each person and should be respected SG -understand how to communicate boundaries in relation to private parts SG -identify what physical contact is appropriate/acceptable and recognise the signs that physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe) SG -know how to respond and who to tell (a list of trusted adults) if physical contact is unwanted or inappropriate SG	emotional changes that happen during puberty to both males and females SG -build confidence in preparing for puberty by knowing what changes to expect and how to respond appropriately SG -understand what personal boundaries are and develop skills to express them clearly in different relationships SG -practise respecting other people's boundaries and recognising when boundaries are being crossed SG	scrotum, nipples, vulva, vagina) SG -develop gain a deeper understanding physical and emotional changes for males and females during puberty and develop strategies to manage and prepare for these changes SG -understand menstruation and menstrual wellbeing, including different period products, and know where to get help and advice if needed SG -know that female genital mutilation (FGM) is illegal under British Law and that if they or someone they know may be at risk, to inform a trusted adult or support service SG -develop skills to respond safely to both familiar and unfamiliar adults and know who to speak to if they feel unsafe or uncomfortable SG -recognise signs of unhealthy, harmful or dangerous relationship and develop the ability to seek help and report concerns SG	-Explain puberty changes for males and females and consider strategies to manage physical and emotional changes confidently SG -**understand reproduction as part of the human life cycle including conception, pregnancy and birth (and that there are ways to prevent a baby being made) and develop awareness of how babies need to be cared for** SG -recognise that people may develop romantic feelings or attraction, including towards someone of the same or different sex to them, and understand that this is a normal part of growing up SG -identify peer pressure and develop skills to resist situations that feel unsafe, uncomfortable or inappropriate SG -develop understanding around when consent is needed in different situations with friends, peers and adults, and understand how to ask for and give (or not give) consent SG
		Knowledge								
		Skill								

		Knowledge
		Skill
		Knowledge