A PSHE and Wellbeing Framework for Primary Schools



Meets the requirements of the DfE Guidance on statutory Relationships and Health Education (2025)

May 2026

Version 1

HEP

HEALTH EDUCATION PARTNERSHIP

A PSHE and Wellbeing Framework for Primary Schools

The resource has been developed by Health Education Partnership Limited and our work with the following boroughs comprising London Borough of Hammersmith and Fulham, Royal Borough of Kensington and Chelsea, Westminster City Council, London Borough of Barking and Dagenham, London Borough of Barnet.

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Acknowledgement and Use

This suggested framework is based upon the PSHE Association's Programme of Study (2026).

We would recommend that your school becomes a member of the PSHE Association in order to access the latest guidance, resources and CPD on offer. To find out more click here.

We are happy for colleagues to use the resource. If you wish to replicate the content we request you acknowledge the original source.

Development

Schools, partner agencies and young people have informed the development of this resource via:

- Consultation with school staff at local PSHE Coordinators' Network Meetings and engagement with the local Healthy Schools Programme.

Further free resources from Health Education Partnership

- Resource List with links to free resources
- Resource list for parents/carers
- Template PSHE Policy (including RSHE)
- List of Active PSHE Teaching and Learning Activities
- PSHE Audit Tool
- Guide to Engaging Parents
- Guidance on Assessment in PSHE
- Personal Development - How PSHE Education supports this Ofsted Judgement – An Audit Tool for Schools

Further information

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Updates

May 2026

- Reference to updated DfE RSHE Guidance Document 2025 throughout
- Page 6 - updated supporting guidance and legislation list
- Pages 6 and 7 – updated section on Ofsted relating to new Inspection Framework
- Pages 8 to 10 – updated section on 'How to use this framework' including altered topic headings, reworded section on non-statutory PSHE, inclusion of links with statutory Computing Curriculum and a section on links with Oracy
- Page 11 – Updated 'An Inclusive Approach to PSHE' section
- Pages 12 to 14 – Added 'Guiding Principles' from the DfE RSHE Guidance Document 2025
- Pages 15 to 17 – Updated EYFS links
- Page 18 – new long term overview format based on half termly topics with whole school focus areas added
- Removed reference and content related to 'Being a Responsible Citizen' as Citizenship will become statutory in Primary Schools in 2028 when the National Curriculum is updated.
- Pages 19 to 51 – Updated Curriculum map with new objectives taken from the PSHE Association's Programme of Study 2026. References to DfE RSHE Guidance learning objectives included. Topic names updated and Computing curriculum links added.
- Pages 52 to 69 – Skills progression map updated in line with new content and moved to back of document

Introduction

Personal, Social, Health and Economic (PSHE) education is a school subject which equips pupils with the knowledge, skills and attributes they need to make informed choices about staying healthy and safe now, and in preparation for their futures. Good PSHE education also helps pupils to develop personally and thrive in all areas of their lives, including achieving their academic potential.

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. The Department for Education revised and updated the statutory requirements in July 2025 Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education and this updated guidance sets out what schools *must* cover from September 2026, although schools can adopt this from September 2025.

At Primary level parents can withdraw their child/children from any Sex Education that is not part of the statutory Science Curriculum. Equally, parents cannot withdraw their child/children from any of the Relationships or Health Education. This should be outlined in the RSE policy.

The HEP PSHE and Wellbeing Framework covers the statutory content from the above guidance and the non-statutory elements for primary schools such as sex education, economic wellbeing and careers. Schools are encouraged by the DfE to continue teaching PSHE Education.

Supporting Legislation & Guidance[1]

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2026)
- Ofsted Review of Sexual Abuse in Schools and Colleges (2021)
- Equality Act 2010 and schools (2010)
- Behaviour in Schools (2024)
- Technical guidance for schools in England / EHRC (updated 2025)
- Mental Health and Behaviour in Schools) (2018)
- Preventing and Tackling Bullying (2017)
- SEND code of practice: 0 to 25 years (updated 2024)
- Alternative Provision (updated 2025)
- Promoting Children and Young People's Emotional Health and Wellbeing (updated 2023)
- Domestic Abuse Statutory Guidance (2022)
- Teaching Online Safety in Schools (2023)
- Promoting Fundamental British Values as part of SMSC in schools (2014)
- DfE Careers Guidance (2025)
- Respectful School Communities: Self Review and Signposting Tool (2018)
- The Equality and Human Rights Commission Advice and Guidance
- Guidance for Schools and Colleges on gender questioning children (currently in draft)

Ofsted

PSHE/RSHE has a positive role to play in evidencing 4 key areas within the updated Ofsted Framework 2025 as follows:

Within '**Personal Development and Wellbeing'**, a well-planned comprehensive PSHE curriculum will be central to success in this evaluation area. Whilst 'Personal Development and Wellbeing' is not a subject, this judgement area will take into account how a well taught and suitable PSHE curriculum, including RSHE, contributes to pupils' overall personal development and wellbeing, alongside broader opportunities and experiences provided by the school, such as extra-curricular sporting, musical, artistic and cultural experiences. *"It is clear from the renewed framework that without a robust PSHE education programme, covering statutory RSHE and wider PSHE education, schools will struggle to meet the expected standard for 'Personal development and well-being'.....[and that].....RSHE needs to be delivered through a well-planned, rigorous, sequenced curriculum, that's given sufficient time and is taught by teachers with expertise who have received appropriate support and training'* ***(PSHE Association, 2025)***

RSHE will now be considered within **'Curriculum and Teaching'**. The framework makes clear that the school's curriculum must cover *"the statutory requirements set out in the basic curriculum (which includes the national curriculum, and relationships, sex and health education, and religious education)".* ***(PSHE Association 2025).*** Therefore, everything included under **'Curriculum and Teaching'** will also apply to RSHE provision.

[1] Correct at time of writing (May 2026)

The PSHE/RSHE curriculum is crucial to effective **'Safeguarding'** and **'Inclusion'** and contributes to both of these areas as follows;

'Safeguarding': whilst there is little explicit reference within the new framework to directly link PSHE with **'Safeguarding'**, it does state that '"*In gathering evidence about the management of safeguarding, inspectors evaluate the extent to which leaders…….ensure that pupils are taught how to stay safe and keep others safe, including online" (p.6)…and that "…..Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum." **(p.8, Ofsted framework, 2025)***

'**Inclusion':** within this area, inspectors will focus on a selection of pupils who are disadvantaged, have SEND, are known (or were previously known) to children's social care, and/or face other barriers to their learning and/or well-being. The inspectors will look at all areas of school life through these pupils' eyes and as part of this, what schools are doing to ensure they can access not only the same curriculum, (including PSHE/RSHE) but also the same personal development opportunities as other pupils. So, for example, when 'Personal development and well-being' for pupils with SEND is evaluated, *'inspectors will "recognise that these pupils may face increased risks relating to their age rather than their developmental stage; inspectors want to understand how the school supports pupils with SEND to access, in ways that are developmentally suitable, the age-appropriate content they need to keep themselves healthy and safe"……. So, it is vital for schools to think about this in relation to their PSHE/RSHE curriculum.' **(PSHE Association 2025).***

Additional consideration: Beyond Statutory Content

Whilst Ofsted will be expecting schools to deliver RSHE that meets statutory guidance, it is important for schools to deliver wider areas of PSHE, including economic education and careers, to show how you are meeting the overall broader needs of your pupils

Reflections for your school: PSHE/RSHE and the new Ofsted Framework

1. Does PSHE/RSHE education, alongside additional experiences and opportunities, support and promote our pupils' personal development?
2. Is a comprehensive, planned and well-sequenced PSHE curriculum, including RSHE, central to the personal development programme in our school?
3. Does our school place the same high expectations and standards to the PSHE/RSHE curriculum and teaching, as in all other curriculum subjects, with appropriate CPD for teachers?
4. Has our school made explicit links between the PSHE curriculum and safeguarding?
5. Can our school demonstrate how we ensure all pupils, (including those who are socio-economically disadvantaged, have SEND, *are known (or previously known) to children's social care,* or who *face other barriers to their learning or wellbeing)* can access the PSHE curriculum and learning that they need?
6. Do our pupils have access to a broader PSHE education, beyond statutory content alone, including economic wellbeing and careers education?

How to use this framework

Building a spiral curriculum

This is a comprehensive framework which covers both the statutory elements of the DfE Guidance and the non-statutory elements of an effective PSHE Curriculum. It provides a suggested organisation of the learning objectives through a spiral curriculum of knowledge, skills and attributes, building on learning year on year.

Adapting the framework to meet pupil needs

This framework is intended as a guide for schools. It should be used in a flexible way, where needed, in response to feedback gathered by school and community stakeholders, alongside emerging concerns, relevant local health information, and data such as from the local SHEU survey, community issues, and/or news related events. The engagement of students, parents/carers and wider stakeholders through, for example, annual surveys, focus groups, information meetings etc., is an essential part of PSHE curriculum review and development, ensuring that schools develop their own bespoke curriculum, in line with statutory requirements, but based on identified need.

The Importance of Quality PSHE, including RSHE

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. ***(DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Guidance, July 2025, P3)***

Key for the curriculum map

Relationships Education – Statutory content including the following topics:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health Education - Statutory content including the following topics:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal Safety
- Basic first aid
- Developing bodies

The DfE have identified key topic areas under each of the above headings and these have been mapped e.g. Under **Health Education** you will find General Wellbeing and Health Protection and Prevention etc. The objectives are taken from the PSHE Association's Programme of Study (2026) and reference the DfE objectives e.g. [GW1] – General Wellbeing 1.

Sex Education – Non-Statutory but recommended by DfE to include

Science Curriculum (national curriculum expectations)

Computing Curriculum (national curriculum expectations)

Non-Statutory Wider PSHE – but recommended by DfE to include. This includes the following topics:

- Economic Wellbeing
- Careers

SG = contributes to safeguarding

BV = contributes to British Values

"Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request." ***(DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Guidance, July 2025)***

FGM *(non-statutory content at primary)* – If schools choose to deliver lessons in upper KS2 around FGM (Female Genital Mutilation) linked with safeguarding, children's rights and British law. It is good practice to engage the wider school community so that there is a shared understanding around why these lessons are important, what will be covered and what support is available within the local area.

Cross Curricular Links

This framework includes references to the **Science Curriculum** and the **Computing Curriculum** (see above key) where relevant as there is some crossover with the DfE guidance and the existing national curriculum expectations – see below;

Science Curriculum

Key Stage 1 (age 5-7 years)

- *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*
- *Notice that animals, including humans, have offspring which grow into adults*
- *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene*

Key Stage 2 (age 7-11 years)

- *Describe the life process of reproduction in some plants and animals*
- *Describe the changes as humans develop to old age*

- *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*

Computing Curriculum

KS1 (age 5-7yrs)

- *use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*

KS2 (age 7-11 yrs)

- *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*

Maximising links with other subject areas

There is a lot of content in this suggested curriculum but you don't need to fit it all into your PSHE lessons, many of the learning objectives can be covered by other curriculum subjects e.g.

- **Health and Fitness** could be addressed through **PE**
- **Healthy Eating** could be addressed through **D&T and Science**

Conversely, the framework includes objectives from the **Science Curriculum**, and from the **Computing Curriculum**, to show where content overlaps with other areas of the curriculum which may benefit from being delivered as part of a PSHE session or in these other curriculum lessons. Map your curriculum to identify these links and take the opportunity to review the learning across these other subjects e.g. do pupils learn about the importance of physical activity for our mental health during PE? Consistency of messages is key for learning so take this opportunity to review how the knowledge, skills and attributes are being reinforced through other curriculum subjects. This will also help you to avoid repetition.

An Inclusive Approach to PSHE

When delivering PSHE Education, including RSHE, it is important to ensure that the teaching and learning is accessible for all pupils in the school, including those who are disadvantaged, those who have SEND, those that are known (or have been known) to social care and those facing other barriers to learning/wellbeing. As such, schools need to consider ways to adapt PSHE teaching and learning approaches, where relevant, to ensure the curriculum meet the needs of all these pupils and support them in the preparation for their future lives. This may include for example, adapting the pace of learning, the use of additional support materials/visual aids, adapting activity content etc. For further information and planning support, refer to PSHE Association SEND Planning Framework.

Schools should be aware that pupils with SEND, who are disadvantaged, known to social care, or with other barriers to learning and wellbeing, may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. As such RSHE is particularly important for all these pupils, particularly those with social, emotional and mental health needs or learning disabilities, and delivering appropriate and relevant content in a sensitive and supportive way for these pupils is an essential part of the overall planning of the PSHE curriculum programme.

Schools have statutory duties under the Equality Act (2010) and the promotion of British Values. There are 9 protected characteristics within the Equality Act and an inclusive curriculum/ethos includes all of these groups, helping to prevent bullying across the school community. Teaching should reflect British Law and distinguish between opinions and facts.

On page 36-37 of the ***DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education' Guidance, July 2025*** schools will find details with regards to delivery around Equality, LGBT and a faith-based perspective.

The Ofsted section on pages 6-7 of the framework includes details of how PSHE Education will be inspected through the lens of inclusion.

Guiding Principles for delivering effective PSHE/RSHE (DfE Statutory Guidance, 2025)

Schools should develop a curriculum with the following key principles in mind:

Guiding Principles	Practical Considerations
Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.	Build in regular/annual opportunities to engage pupils in the review and development of the curriculum through various feedback activities e.g annual surveys, focus groups, subject reviews, PSHE/Circle time discussions. Use the feedback gathered to make changes to the curriculum and reflect this in your PSHE policy (refer to 'Adaptions to the PSHE Curriculum section in our PSHE policy template). Some children and young people don't want to ask questions in front of peers, others may have questions following lessons. Teaching skills for discussion/questioning, providing opportunities to do so in various ways e.g. question boxes, and identifying their own trusted adults at school and at home, is key for them to be able to ask questions and have discussions, as and when they need to.
Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.	Build in regular/annual opportunities to engage parents/carers in the review and development of the curriculum through various feedback activities e.g annual RSE information and engagement evenings, parent forum meetings, policy 'feedback comments', Use the feedback gathered to make changes to the curriculum and reflect this in your PSHE policy (refer to 'Adaptions to the PSHE Curriculum section in our PSHE policy template)
Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among	Using and maintaining a positive approach in PSHE ensures a safe environment within which pupils can explore their own and others' personal, social, emotional, health and wellbeing development, including increasingly sensitive and complex content – *such as harmful and abusive relationship behaviours, misogyny, personal and online safety, scams/financial harms, and Generative Artificial Intelligence (AI).*

young people – for example gendered language which might normalise male violence or stigmatise boys.	Avoiding an atmosphere of fear or anxiety, or the normalisation of these more challenging issues, our focus is to provide a balanced, informative, engaging and meaningful curriculum through which pupils can explore, understand and address all situations as effectively as possible. Social norms is an evidence-based approach to promoting positive behaviour change in young people. Although it is best known for successfully reducing drug use, it has much wider applicability in promoting positive behaviour change. It usually involves a local campaign that educates students about actual norms, highlighting the discrepancy between these and perceived norms.
Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.	Schools should plan and deliver a carefully sequenced, spiral scheme of work, building and revisiting the learning content year on year to enable students to revisit, build and apply core knowledge, skills and attributes in an age and developmentally appropriate way
Relevant and responsive. Schools should develop the curriculum to be relevant age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.	Further to the guiding principles above re: engagement with pupils and parents, it is also important to build in regular feedback activities with external partners, for example partner discussions, external training content, local/national data provided by partner organisations, policy 'feedback comments'. Use the feedback gathered to make changes to the curriculum and reflect this in your PSHE policy (refer to 'Adaptions to the PSHE Curriculum section in our PSHE policy template)
Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills	Build in regular CPD opportunities, including training, for all staff delivering PSHE curriculum. Find opportunities to use external partners to support the delivery of the curriculum, using their additional knowledge and expertise to complement and enhance the delivery of the programme, rather than

and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.	replacing planned lessons delivered by your skilled and confident school staff. Your approach to PSHE as outlined in your policy should be shared with partners delivering sessions in your school.
Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies	Ensure the PSHE curriculum is embedded within the wider personal development programme of your school, linking with all areas of the curriculum and supported by safeguarding and inclusion colleagues. Complement the curriculum with wider opportunities and experiences for all students across the school day. Comprehensive oracy education, delivered at a whole school level through a range of subject areas, can support improved outcomes for students, including academic attainment, boosting levels of self-confidence, and social and emotional wellbeing *(Insights and Impact Report, Voice21, 2021).* PSHE/RSHE is an ideal subject through which to develop strong speaking, listening and communication skills, including non-verbal communication. The planned use of active PSHE teaching and learning activities, including for example group discussion, sequencing and prioritising, negotiation and debate etc., provides students with multiple ways to express themselves articulately and confidently, develop an extended vocabulary and actively listen to others.

How the Early Years Foundation Stage (EYFS) supports PHSE

The Early Years Foundation Stage (EYFS) statutory framework covers children from 0-5 years old, and sets out standards that all early years providers must meet for learning and development, and to ensure 'school readiness'. It gives children a broad range of knowledge and skills to provide the right foundation for good future progress through school and life.

The EYFS learning and development requirements comprise:

- seven areas of learning and development which shape activities and experiences for children (the educational programme). Personal, social and emotional development (PSED) is recognized as one of three prime areas; particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- assessment arrangements for measuring progress

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives. It supports children to learn to get on with others and make friends, understand and talk about feelings, learn how to look after their bodies (including healthy eating), develop independence and ultimately feel good about themselves.

Early Learning Goals

Early Learning Goals (ELGs) set out the level of development children should be expected to have attained by the end of the EYFS (ie end of Reception). The ELG's for Personal, Social and Emotional Development are:

ELG: Self-Regulation

- 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 what 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.

ELG: Managing Self

- 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.

ELG: Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Learning and development within PSED forms a strong foundation for later learning in PSHE.

The following table gives two examples, one for Health Education and one for Relationships education, of foundational ELG's to support later progression in PSHE (see full skills progression mapping from p.52)

Topic Area	EYFS	Year 1	Year 2
	Foundational Early Learning Goals	Children can…	Children can…
General Wellbeing	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 what they want and control their immediate impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Show sensitivity to their own and to others' needs	…name different feelings and know that feelings can be big or small SG …understand that being aware of how they think and feel helps them manage their feelings SG	…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 feelings, and know that these get easier with practice SG …recognise 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
Families and People who Care for Me	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers Talk about the lives of people around them and their roles in society (Understanding the World	…understand what a family is and that families can be different BV …recognise that families care for each other and spend time together in different ways …recognise who to talk to and how to ask for help if something at home makes them feel upset or worried SG	

Long Term Overview: A *Suggested* Framework

Year Group	Autumn 1 Emotions and Me	Autumn 2 Our Relationships	Spring 1 Keeping Ourselves Safe	Spring 2 Keeping Ourselves Healthy	Summer 1 Our Money, Our Futures	Summer 2 Growing and Changing
Year 1	Knowing Me, Knowing My Feelings	Having Healthy Friendships	How Can I Keep Myself Safe?	Keeping Well and Clean	My Money	My Family
Year 2	Feelings and Families	Making and Breaking Friendships	Keeping Safe	Healthy People	Money and Jobs	About My Body
Year 3	Emotions, Feelings and Peer Pressure	Different Families and Friendships	Healthy Relationships and Keeping Safe	Healthy Lifestyles	Money, Strengths and Goals	My Body and Feeling Safe
Year 4	Mental Wellbeing and Relationships	Diversity, Friendships and Boundaries	Media and Me	Healthy Lifestyles and Getting Help	Money and Aspirations	Puberty and Boundaries
Year 5	Looking After Our Wellbeing	Stereotypes, Diversity and Relationships	Rights, Safety and Digital Resilience	Healthy Lifestyles - Legal and Illegal Drugs	Money and Enterprise	Puberty and Rights
Year 6	Feelings, Families and Staying Healthy Online	Relationships, Bullying and Conflict Resolution	Media Literacy and Digital Resilience	Healthy Lifestyles and Drug Education	My Money, My Career, My Future	Puberty, Relationships and Transition
Whole School Focus/Enrichment Opportunities	World Mental Health Day Black History Month Fairtrade Fortnight Snack-tember	Anti-bullying Week Road Safety Week	Children's Mental Health Week LGBTQ History Month Internet Safety Day Neurodiversity Celebration Week		My Money Week National Smile Month	National School Sports Week

Key Stage 1: Year 1

Curriculum links: Non-Statutory Wider PSHE; Relationships Education; Science Curriculum; Health Education; Sex Education (parents can withdraw from); Computing Curriculum

SG = contributes to safeguarding

BV = contributes to British Values

HALF TERM	TOPIC	LEARNING OBJECTIVES
AUTUMN 1 **Emotions And Me**	**KNOWING ME, KNOWING MY FEELINGS** General Wellbeing Respectful, Kind Relationships	Children will learn: • how to 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 [GW3] [GW4] [GW5] 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 [GW2] [GW4] 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 [RKR8] [RKR10] BV • that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things [RKR1] BV • how to respectfully express their likes, dislikes and needs, and listen to other people [RKR3] [RKR5] • ways to show politeness and respect [RKR7] BV Children should: • name different feelings and know that feelings can be big or small SG • 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 BV • share their thoughts kindly, listen to others, and show good manners and respect BV
AUTUMN 2 **Our Relationships**	**HAVING HEALTHY FRIENDSHIPS** Respectful, Kind Relationships Caring Friendships General Wellbeing	Children will learn: • what friendship is and what makes a good friend [CF1] [CF2] [CF4] • how people make friends and how to be kind and caring in friendships [CF1 [CF2] • that friends can argue, and they can also make up [CF5] [RKR3] • simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument [CF6] [RKR3] SG • how to ask for help if a friendship is making them feel unhappy [CF7] SG • how to share, take turns and include others [CF2] • about kind and unkind behaviour; that someone's actions and words can be hurtful [RKR3] [RKR9] SG

Key Stage 1: Year 1		**Curriculum links:** Non-Statutory Wider PSHE; Health Education; Relationships Education; Sex Education (parents can withdraw from); Science Curriculum; Computing Curriculum; SG = contributes to safeguarding; BV = contributes to British Values
HALF TERM	**TOPIC**	**LEARNING OBJECTIVES**
		• how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying [RKR9] [GW7] SG • how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so [RKR11] SG Children should: • know what makes a good friend and how to be kind, caring and include others. • understand that friendships can have disagreements, know simple ways to solve problems peacefully and know that physically hurting someone is never acceptable SG • recognise kind and unkind behaviour, including bullying, and know to ask a trusted adult for help if they feel unhappy, worried or upset SG
SPRING 1 **Keeping Ourselves Safe**	**HOW CAN I KEEP MYSELF SAFE?** Wellbeing Online Personal Safety Online Safety and Awareness Computing Curriculum	Children will learn: • what rules are, some basic safety rules and how different rules can help to keep people safe in different situations [PS1] SG • how to recognise potentially harmful or hazardous situations in everyday life, including at home [PS1] SG • ways to keep safe when out and about, e.g. near railways, on the street and in busy places [PS2] SG • how to cross the road safely with adult support [PS2] SG • different ways people use the internet in everyday life [WO1] • that not everything on the internet is true or real [WO7] SG • how the internet and digital devices can be used to safely and respectfully communicate with others [WO2] [WO4] [OSA1] SG • 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 [WO10] [OSA4] [OSA5] SG Children should: • know that rules help keep people safe and can spot simple dangers at home and outside SG • be able to recognise potentially harmful situations in everyday life and at home SG • know how to stay safe when out and about, including crossing the road with an adult SG

Key Stage 1: Year 1

Curriculum links: ■ Non-Statutory Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education (parents can withdraw from) ■ Science Curriculum ■ Computing Curriculum

SG = contributes to safeguarding BV = contributes to British Values

HALF TERM	TOPIC	LEARNING OBJECTIVES
		• understand that the internet is used in different ways, but not everything online is true or real SG • know basic online safety rules, like being kind online and keeping personal information private SG
SPRING 2 **Keeping Ourselves Healthy**	**KEEPING WELL AND CLEAN** ■ Physical Health and Fitness ■ Healthy Eating ■ Health Protection and Prevention	Children will learn: • people who help us stay healthy and who can help if feeling unwell or hurt [HPP1] [PHF4] SG • how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health [HPP4] • why sleep is important; bedtime routines and ways to rest and relax [HPP3] • simple hygiene routines that can stop germs from spreading [HPP5] • who to talk to if they are worried about their health [PHF4] • what being healthy means and how physical activity helps people to stay healthy [PHF1] • ways to be physically active every day [PHF2] • that there are different types of food and drink, with different tastes and textures, and people enjoy different foods [HE2] • that people often share food together, e.g. during mealtimes or special occasions [HE2] [HE3] Children should: • know 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.
SUMMER 1 **Our Money, Our Futures**	**MY MONEY** ■ Economic Wellbeing	Children will learn: • what money is, how people get money, and what it is used for • that money needs to be looked after; different ways of doing this, including keeping money in an account • different ways of paying for things

Key Stage 1: Year 1		**Curriculum links:** ■ Non-Statutory Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education (parents can withdraw from) ■ Science Curriculum ■ Computing Curriculum SG = contributes to safeguarding BV = contributes to British Values
HALF TERM	**TOPIC**	**LEARNING OBJECTIVES**
		Children should: • understand what money is, where it comes from, and what it is used for. • know that money should be kept safe and the different ways they can do this • know that there are different ways to pay for things
SUMMER 2 **Growing and Changing**	**MY FAMILY** ■ Families and people who care for me	Children will learn: • what a family is and who is in our family [F1] [F2] • that there are different types of family, and that everyone's family is unique and special [F3] BV • how families show love and care, and different ways they can spend time together and share each other's lives [F2] [F4] • what to do if anything about family life is upsetting or concerning [F6] SG Children should: • understand what a family is and that families can be different BV • know that families care for each other and 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 SG

Key Stage 1: Year 2

Curriculum links:
- Non-Statutory Wider PSHE
- Relationships Education
- Science Curriculum
- Health Education
- Sex Education (parents can withdraw from)
- Computing Curriculum

SG = contributes to safeguarding
BV = contributes to British Values

HALF TERM	TOPIC	LEARNING OBJECTIVES
AUTUMN 1 **Emotions and Me**	**FEELINGS AND FAMILIES** Respectful, Kind Relationships General Wellbeing	Children will learn: • that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses [GW5] [RKR3] SG • about 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) [GW1] • simple 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 [GW1] [GW5] SG • about different kinds of change and loss (including death); how change and loss can affect people and who can help [GW8] SG • about preparing to move to a new class or year group and how to manage feelings during times of change [GW3] [GW8] SG • who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help [GW9] SG Children should: • 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 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
AUTUMN 2 **Our Relationships**	**MAKING AND BREAKING FRIENDSHIPS**	Children will learn:

	■ Being Safe ■ Caring Friendships ■ Respectful, Kind Relationships ■ Online Safety and Awareness ■ General Wellbeing	• 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 [BS1] SG • basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe [BS4] [BS5] [BS6] SG • how to play cooperatively; what they can do if they feel upset or angry with someone [RKR3] [RKR6] SG • how to share, take turns and include others [CF2] • how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying [RKR9] [GW7] SG • that it is important to be kind online; that people's feelings can be hurt by unkindness online [OSA1] SG • that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true [OSA2] SG Children should: • understand asking and giving permission when sharing toys, space, and play, and be able to show respect for others SG • know simple ways to say no or get help if something feels uncomfortable or unsafe SG • 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 • know that online behaviour should be kind and that people online are not always truthful or who they say they are SG
SPRING 1 **Keeping Ourselves Safe**	**KEEPING SAFE** ■ Being Safe ■ Online Safety and Awareness ■ Respectful, Kind Relationships ■ Personal Safety ■ Wellbeing Online	Children will learn: • 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 [BS5] [RKR11] SG • 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 [RKR11] [BS6] [BS7] SG • to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know [RKR11] [BS4] [BS5] SG • about 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 [BS6] [BS2] SG

	■ **Basic First Aid** ■ **Computing Curriculum**	• how to keep safe around water, using the water safety code [PS2] SG • 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 [BS4] [BS7] SG • how to dial 999 in an emergency (including from a locked mobile phone), and what to say [BFA1] SG • 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 [WO3] [WO5] [OSA3] SG • some benefits and risks of watching videos or playing games online [WO6] [WO7] SG • how to tell a trusted adult if they have worries about something online [WO11] SG Children should: • identify their trusted adults (those that make them feel safe, listened to and cared for) SG • know 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 • Know 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 • 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 SG
SPRING 2 **Keeping Ourselves Healthy**	**HEALTHY PEOPLE** ■ **Healthy Eating** ■ **Health Protection and Prevention** ■ **Drugs, Alcohol, Tobacco and Vaping**	Children will learn: • how to keep safe and well in the sun and protect skin from sun damage [HPP2] SG • 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 [HE1] [HE4]

	Science Curriculum	• 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 [HE1][HE4] SG • when and how children can make choices about what they eat and drink and who can help them make healthier choices [HE2] • that medicines can help people to stay healthy or feel better if they are unwell [HPP6] SG • that some things that go into or onto bodies can be harmful and how we might know if something is harmful [DATV1] SG • 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 [DATV1] SG Children should: • 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 • know 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 to tell if something feels unsafe SG
SUMMER 1 **Our Money, Our Futures**	**MONEY AND JOBS** **Economic Wellbeing** **Careers Education**	Children will learn: • that money can be saved or spent; that people make different choices about saving and spending money • the difference between needs and wants; that people may not always be able to have the things they want • that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of • that people can earn money to pay for things by having a job • 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

		Children should: • 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 • 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
SUMMER 2 **Growing And Changing**	**ABOUT MY BODY** Being Safe Developing Bodies Science Curriculum	Children will learn: • 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 [DB2] [BS2] [BS3] SG • that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, scrotum, nipples, vulva) [DB2] SG • about growing and changing from young to old and how people's needs change [DB1] Children should: • 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 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 • know that we grow and change as we get older and understand how our needs change during this time

Key Stage 2: Year 3

Curriculum links: Non-Statutory Wider PSHE; Health Education; Relationships Education; Sex Education (parents can withdraw from); Science Curriculum; Computing Curriculum

SG = contributes to safeguarding

BV = contributes to British Values

HALF TERM	TOPIC/S	LEARNING OBJECTIVES
AUTUMN 1 **Emotions and Me**	**EMOTIONS, FEELINGS AND PEER PRESSURE** General Wellbeing Respectful, Kind Relationships	Children will learn: • the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others [RKR1] [RKR6] [GW1] • the importance of taking care of mental health and wellbeing, as well as physical health [GW2] SG • how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time [GW3] [GW4] [GW5] • how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses [GW5] SG • how to direct attention and manage distractions to support mental health and wellbeing [GW1] SG Children should: • 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 • 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
AUTUMN 2 **Our Relationships**	**DIFFERENT FAMILIES AND FRIENDSHIPS** Families and people who care for me Caring Friendships	Children will learn: • 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 (F3) SG BV • that families should provide love, care, protection, and safety for children as they grow up (F1) (F2) (F4) SG • about the importance of friendships; that positive friendships support wellbeing [CF1] SG • how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) [CF1] [CF2] SG

Key Stage 2: Year 3		**Curriculum links:** Non-Statutory Wider PSHE; Relationships Education; Science Curriculum; Health Education; Sex Education (parents can withdraw from); Computing Curriculum SG = contributes to safeguarding; BV = contributes to British Values
HALF TERM	**TOPIC/S**	**LEARNING OBJECTIVES**
		Children should: • 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 BV • 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 • understand 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
SPRING 1 **Keeping Ourselves Safe**	**HEALTHY RELATIONSHIPS AND KEEPING SAFE** Being Safe Online Safety and Awareness Computing Curriculum	Children will learn: • the difference between public and private; why something might be private, and when children and adults have a right to privacy [BS2] SG • about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults [BS1] [BS3] SG • 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 [OSA2] SG Children should: • understand the difference between public and private and explain why some information or 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 • know 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

Key Stage 2: Year 3

Curriculum links: Non-Statutory Wider PSHE; Relationships Education; Science Curriculum; Health Education; Sex Education (parents can withdraw from); Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
SPRING 2 **Keeping Ourselves Healthy**	**HEALTHY LIFESTYLES** Physical Health and Fitness Health Protection and Prevention Science Curriculum	Children will learn: • 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 [HPP4] SG • the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines [PHF1] [PHF2] SG • about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain [PHF3] SG Children should: • know 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 • know 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
SUMMER 1 **Our Money, Our Futures**	**MONEY, STRENGTHS AND GOALS** Economic Wellbeing Careers	Children will learn: • that people have different attitudes towards saving and spending money • advantages and disadvantages of different ways of paying for things • to recognise their achievements and personal strengths; how to set targets to help achieve their goals • 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 Children should: • describe how people choose to save or spend money in different ways

Key Stage 2: Year 3		**Curriculum links:** Non-Statutory Wider PSHE; Relationships Education; Science Curriculum; Health Education; Sex Education (parents can withdraw from); Computing Curriculum SG = contributes to safeguarding; BV = contributes to British Values
HALF TERM	**TOPIC/S**	**LEARNING OBJECTIVES**
		• 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 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
SUMMER 2 **Growing and Changing**	**MY BODY AND FEELING SAFE** Developing Bodies Being Safe	Children will learn: • 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) [DB2] *(Revisit and extend learning from Year 2)* SG • about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts [DB2] SG • 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 [BS3] SG Children should: • develop the understanding that some parts of the body are private and be confident in naming these private body parts using scientific language SG • understand that private body parts belong to each person and should be respected SG • know 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

Key Stage 2: Year 4

Curriculum links:
- Non-Statutory Wider PSHE
- Relationships Education
- Science Curriculum
- Health Education
- Sex Education (parents can withdraw from)
- Computing Curriculum

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HALF TERM	TOPIC	LEARNING OBJECTIVES
AUTUMN 1 **Emotions and Me**	**MENTAL WELLBEING AND RELATIONSHIPS** Caring Friendships Families and people who care for me General Wellbeing	Children will learn: • that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships (F4) (F5) • that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these (F2) SG • that 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 importance of seeking support if feeling lonely or excluded (CF1) (CF3) (CF4) (GW6) SG • that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships (CF5) SG • about 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 [GW8] SG Children should: • know 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 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 the 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 sometimes have problems, but talking and working through them can help and make them stronger SG • know that experiencing 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

Key Stage 2: Year 4

Curriculum links: Non-Statutory Wider PSHE; Relationships Education; Science Curriculum; Health Education; Sex Education (parents can withdraw from); Computing Curriculum

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HALF TERM	TOPIC	LEARNING OBJECTIVES
AUTUMN 2 **Our Relationships**	**DIVERSITY, FRIENDSHIPS AND BOUNDARIES** Respectful, Kind Relationships Being Safe	Children will learn: • about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect (RKR5) (RKR8) BV • 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 (RKR5) (RKR7) BV • how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling (RKR3) (RKR4) SG • about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe [BS2] SG • how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard [BS5] [BS6] [BS7] [RKR11] SG Children should: • understand that people's identities are shaped by things like culture, family, beliefs, hobbies and interests, and that everyone should be treated with respect BV • recognise the benefits of being part of a diverse community BV • know that good manners and listening carefully show respect, and that different cultures may show this in different ways BV • understand the importance of responding respectfully when others may have different traditions, beliefs and lifestyles BV • 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 seek support because it makes them feel uncomfortable, worried or unsafe SG

Key Stage 2: Year 4		**Curriculum links:** ■ Non-Statutory Wider PSHE ■ Relationships Education ■ Science Curriculum SG = contributes to safeguarding ■ Health Education ■ Sex Education (parents can withdraw from) ■ Computing Curriculum BV = contributes to British Values
HALF TERM	**TOPIC**	**LEARNING OBJECTIVES**
		• know how to identify their trusted adults and other means of support SG • know the skills and language needed to ask for help when they are concerned about their own or others' safety or frightened about violence or harm and the importance of keep asking for help until they are heard SG
SPRING 1 **Keeping Ourselves Safe**	**MEDIA AND ME** ■ Wellbeing Online ■ Online Safety and Awareness ■ Computing Curriculum	Children will learn: • 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 [WO1] [WO2] SG • 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 [WO5] SG BV • the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users [OSA3] [WO5] SG BV Children should: • identify both positive and negative uses of the internet in our daily lives SG • consider 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 BV • understand that social media has age limits and develop awareness of how these protect users from unsafe contact and content SG BV • 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
SPRING 2 **Keeping Ourselves Healthy**	**HEALTHY LIFESTYLES AND GETTING HELP** ■ Healthy Eating	Children will learn: • what good physical health means; the characteristics of a balanced, healthy lifestyle [PHF1] • the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health [HPP1] SG

Key Stage 2: Year 4

Curriculum links:
- Non-Statutory Wider PSHE
- Relationships Education
- Science Curriculum
- Health Education
- Sex Education (parents can withdraw from)
- Computing Curriculum

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HALF TERM	TOPIC	LEARNING OBJECTIVES
	Health Protection and Prevention Physical Health and Fitness Drugs, Alcohol, Tobacco and Vaping General Wellbeing	• 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 [HE1] • how to develop healthier eating and drinking habits and how to manage influences on their choices [HE1] [HE2] [HE4] • some benefits of preparing meals at home; how to plan and prepare healthy meals [HE3] • how and when to speak to adults (including in school) if they are worried about their health [PHF4] SG • how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma [HPP6] SG • 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) [DATV1] SG • 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 [DATV1] [GW9] SG Children should: • 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 • recognise influences on food and drink choices and develop skills to make healthier decisions • know 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 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

Key Stage 2: Year 4		**Curriculum links:** ■ Non-Statutory Wider PSHE ■ Relationships Education ■ Science Curriculum ■ Health Education ■ Sex Education (parents can withdraw from) ■ Computing Curriculum SG = contributes to safeguarding BV = contributes to British Values
HALF TERM	**TOPIC**	**LEARNING OBJECTIVES**
		• 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
SUMMER 1 **Our Money, Our Futures**	**MONEY AND ASPIRATIONS** ■ Economic Wellbeing ■ Careers	Children will learn: • what influences people's decisions about saving and spending, including individual priorities, needs and wants • different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account • that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways • 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 Children should: • 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 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

Key Stage 2: Year 4

Curriculum links:
- Non-Statutory Wider PSHE
- Relationships Education
- Science Curriculum
- Health Education
- Sex Education (parents can withdraw from)
- Computing Curriculum

SG = contributes to safeguarding
BV = contributes to British Values

HALF TERM	TOPIC	LEARNING OBJECTIVES
SUMMER 2 **Growing and Changing**	**PUBERTY AND BOUNDARIES** Developing Bodies Respectful, Kind Relationships Being Safe	Children will learn: • the external genitalia and internal reproductive organs in males and females [DB1] [DB2] [DB3] SG • 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 prepare for and manage these changes (DB1) SG • what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries [BS1] [RKR2] SG ** Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.* Children should: • identify the main external and internal reproductive organs in males and females SG • understand the physical and 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

Key Stage 2: Year 5

Curriculum links:
- Non-Statutory Wider PSHE
- Health Education
- Relationships Education
- Sex Education (parents can withdraw from)
- Science Curriculum
- Computing Curriculum

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BV = contributes to British Values

HALF TERM	TOPIC/S	LEARNING OBJECTIVES
AUTUMN 1 **Emotions and Me**	**LOOKING AFTER OUR WELLBEING** General Wellbeing	Children will learn: • about 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) [GW1] • if 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, and there is support available to help people manage this [GW10] SG • 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 [GW9] [GW10] SG Children should: • understand how sleep, rest, physical activity, a balanced diet, time outdoors and healthy routines support overall wellbeing • recognise 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 such as learning or playing, and understand that this may mean extra support is needed SG • develop confidence in noticing 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, and identify trusted adults at home and school who can support them SG
AUTUMN 2 **Our Relationships**	**STEREOTYPES, DIVERSITY AND RELATIONSHIPS** Caring Friendships Respectful, Kind Relationships	Children will learn: • what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate (CF2) (CF4) (RKR2) SG

Key Stage 2: Year 5

Curriculum links:
- Non-Statutory Wider PSHE
- Relationships Education
- Science Curriculum
- Health Education
- Sex Education (parents can withdraw from)
- Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
	Online Safety and Awareness Wellbeing Online General Wellbeing Computing Curriculum	• 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 (GW7) (RKR9) (WO8) SG • 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 (RKR10) SG • about prejudice and discrimination, to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help (RKR5) (RKR6) SG BV • 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 fulfilling [WO2] SG • that the same principles about how to treat others apply in all contexts, including online [OSA1] SG • 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 [WO11] SG Children should: • understand what makes a positive, healthy friendship, including respect, trust, kindness and support SG • recognise the importance of honesty and loyalty in friendships but also identify when these may not be appropriate SG • recognise different types of bullying (online and offline), the impact for those involved, and how bullying behaviour can be influenced by others SG • know what to do if they see bullying behaviour 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 • recognise prejudice and discrimination and know how to respond to unfair or excluding behaviour and seek support when needed SG BV • compare online and offline communication, recognising 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

Key Stage 2: Year 5

Curriculum links: ■ Non-Statutory Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education (parents can withdraw from) ■ Science Curriculum ■ Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
		• know when and how to report online worries or concerns and seek help from a trusted adult or appropriate service SG
SPRING 1 **Keeping Ourselves Safe**	**RIGHTS, SAFETY AND DIGITAL RESILIENCE** ■ Online Safety and Awareness ■ Wellbeing Online ■ Personal Safety ■ Computing Curriculum	Children will learn: • about the role of rules and laws in keeping people safe [PS1] [PS2] SG BV • 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 [PS1] SG • how to predict, assess and manage risk in different situations [PS1] SG • 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) [PS2] SG • about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent [WO4] [WO10] SG • why and how to use privacy and location settings to protect information [OSA4] SG Children should: • understand that rules and laws help keep people safe and society running smoothly SG BV • 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
SPRING 2 **Keeping Ourselves Healthy**	**HEALTHY LIFESTYLES - LEGAL AND ILLEGAL DRUGS** ■ Healthy Eating	Children will learn: • 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 [HPP3] • about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods [HE4]

Key Stage 2: Year 5

Curriculum links: ■ Non-Statutory Wider PSHE ■ Health Education ■ Relationships Education ■ Sex Education (parents can withdraw from) ■ Science Curriculum ■ Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
	■ Health Protection and Prevention ■ Drugs, Alcohol, Tobacco and Vaping	• 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) [DATV1] *(Revisit and extend learning from Yr 4.)* SG • 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 [DATV1] SG Children should: • 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
SUMMER 1 **Our Money, Our Futures**	**MONEY AND ENTERPRISE** ■ Careers ■ Economic Wellbeing	Children will learn: • that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) • to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy Children should: • 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

Key Stage 2: Year 5

Curriculum links:
- Non-Statutory Wider PSHE
- Health Education
- Relationships Education
- Sex Education (parents can withdraw from)
- Science Curriculum
- Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
SUMMER 2 **Growing and Changing**	**PUBERTY AND RIGHTS** Developing Bodies Online Safety and Awareness Being Safe Families and people who care for me	Children will learn: • the external genitalia and internal reproductive organs in males and females (penis, testicles, scrotum, nipples, vulva, vagina) [DB1] [DB2] [DB3] *(Revisit and extend learning from year 4)* SG • 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 prepare for and manage these changes (DB1) *(Revisit and extend learning from year 4)* SG • the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* [DB3] SG • 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 ** [BS2] [BS3] [BS6] [F6] [DB2] SG BV • 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 [BS4] [BS6] [OSA2] SG • 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 [BS5] [BS6] SG ** Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.* *** Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education…should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."* Children should: • develop their understanding of the main internal and external reproductive organs in males and females (penis, testicles, scrotum, nipples, vulva, vagina) SG • 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

Key Stage 2: Year 5		**Curriculum links:** Non-Statutory Wider PSHE; Health Education; Relationships Education; Sex Education (parents can withdraw from); Science Curriculum; Computing Curriculum SG = contributes to safeguarding; BV = contributes to British Values
HALF TERM	**TOPIC/S**	**LEARNING OBJECTIVES**
		• 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 BV • 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

Key Stage 2: Year 6

Curriculum links:
- Non-Statutory Wider PSHE
- Relationships Education
- Science Curriculum
- Health Education
- Sex Education (parents can withdraw from)
- Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
AUTUMN 1 **Emotions and Me**	**FEELINGS, FAMILIES AND STAYING HEALTHY ONLINE** Families and people who care for me Caring Friendships General Wellbeing Wellbeing Online Computing Curriculum	Children will learn: • what to do and who to talk to if someone is worried about their family or feels unsafe (* *see naming and recognising emotions in Year 3 Autumn term)* (F6) SG • that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad [GW3] [GW6] [CF3] SG • self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations [GW1] SG • that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively [GW1] SG • how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) [GW5] SG • how content on the internet is ranked and targeted at specific individuals and groups; the 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 [WO7] [WO9] [WO10] SG • 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 [WO3] SG Children should: • know 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 st 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, 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

Key Stage 2: Year 6		**Curriculum links:** ■ Non-Statutory Wider PSHE ■ Relationships Education ■ Science Curriculum ■ Health Education ■ Sex Education (parents can withdraw from) ■ Computing Curriculum SG = contributes to safeguarding BV = contributes to British Values
HALF TERM	**TOPIC/S**	**LEARNING OBJECTIVES**
		• 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 • reflect on how online activity affects wellbeing and develop skills to make balanced choices about screen time and digital habits SG
AUTUMN 2 **Our Relationships**	**RELATIONSHIPS, BULLYING AND CONFILCT RESOLUTION** ■ Caring Friendships ■ Respectful, Kind Relationships ■ Online Safety and Awareness ■ Wellbeing Online	Children will learn: • 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 (CF1) (RKR4) (RKR2) • strategies for recognising and managing peer influence and the desire for peer approval in friendships (CF2) 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 (RKR1) (RKR4) SG • how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary [CF7) SG • ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise (CF6) (RKR3) SG • how to respond to situations where they experience disappointment or frustration with others (RKR3) SG • 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 [WO4] SG • strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online [OSA1] [WO4] SG Children should: • understand that healthy friendships are respectful and not controlling and recognise that having different friends can bring positive experiences SG • develop skills to recognise peer pressure and manage the need for approval in friendships

Key Stage 2: Year 6		Curriculum links: Non-Statutory Wider PSHE; Health Education; Relationships Education; Sex Education (parents can withdraw from); Science Curriculum; Computing Curriculum SG = contributes to safeguarding; BV = contributes to British Values
HALF TERM	**TOPIC/S**	**LEARNING OBJECTIVES**
		• 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 • use 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
SPRING 1 **Keeping Ourselves Safe**	**MEDIA LITERACY AND DIGITAL RESILIENCE** Wellbeing Online Online Safety and Awareness Computing Curriculum	Children will learn: • 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 [WO7] [WO9] SG • what AI is (including generative AI) and where it might be encountered in everyday life [WO1] SG • how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing [WO2] SG • 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 [OSA5] SG • how to decide what is appropriate to share online and what should not be shared [OSA4] SG • where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online [OSA6] SG • 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 [WO3] [WO6] SG

Key Stage 2: Year 6		**Curriculum links:** ■ Non-Statutory Wider PSHE ■ Relationships Education ■ Science Curriculum ■ Health Education ■ Sex Education (parents can withdraw from) ■ Computing Curriculum SG = contributes to safeguarding BV = contributes to British Values
HALF TERM	**TOPIC/S**	**LEARNING OBJECTIVES**
		Children should: • understand that text, images and videos online and in the media can be altered or made up and develop critical thinking skills to spot misinformation and misinformation and disinformation SG • know 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 • recognise 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 *"Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on reques"' (taken from DfE RSHE Guidance 2025)*
SPRING 2 **Keeping Ourselves Healthy**	**HEALTHY LIFESTYLES AND DRUG EDUCATION** ■ **Health Protection and Prevention** ■ **Basic First Aid** ■ **Drugs, Alcohol, Tobacco and Vaping** ■ **General Wellbeing**	Children will learn: • 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 [HPP2] SG • 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)* [HPP5] [HPP6] SG • what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) ** [BFA2] SG • 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 [BFA1] SG

Key Stage 2: Year 6

Curriculum links: Non-Statutory Wider PSHE; Health Education; Relationships Education; Sex Education (parents can withdraw from); Science Curriculum; Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
		• 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) [DATV1] *(Revisit and extend from years 4 and 5)* SG • 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 [DATV1] SG • 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 [DATV1] [GW9] SG ** the learning about immunisations should be aligned with when vaccinations are offered to the pupils* *** schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person* Children should: • 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 • know when and how to contact emergency services clearly and confidently and understand that getting help is more important than filming or recording incidents SG • revisit knowledge of 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 use can be difficult to stop 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

Key Stage 2: Year 6

Curriculum links: Non-Statutory Wider PSHE; Health Education; Relationships Education; Sex Education (parents can withdraw from); Science Curriculum; Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
SUMMER 1 **Our Money, Our Futures**	**MY MONEY, MY CAREER, MY FUTURE** Economic Wellbeing Careers	Children will learn: • how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to SG • that 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 • 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 Children should: • 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 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**	**PUBERTY, RELATIONSHIPS AND TRANSITION** General Wellbeing Developing Bodies Being Safe Caring Friendships	Children will learn: • about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition [GW8] SG • 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 prepare for and manage these changes (DB1) *(Revisit and extend learning from year 5 and link to Sex Education)* SG

Key Stage 2: Year 6

Curriculum links:
- Non-Statutory Wider PSHE
- Relationships Education
- Science Curriculum
- Health Education
- Sex Education (parents can withdraw from)
- Computing Curriculum

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HALF TERM	TOPIC/S	LEARNING OBJECTIVES
	Sex Education	• **Sex Education** - 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** • 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 [DB1] [DB3] SG • how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that [BS5] [CF7] SG • about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults [BS1] [BS3] SG *(Revisit and extend learning from Yr.3)* *** Whilst Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science' (DfE RSHE Guidance 2025)* **** 'Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education' (DfE RSHE Guidance 2025)* Children should: • develop skills to prepare for transitions such as moving to a new class or school, including managing thoughts and emotions linked to change SG • revisit 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

Key Stage 2: Year 6		Curriculum links: Non-Statutory Wider PSHE; Health Education; Relationships Education; Sex Education (parents can withdraw from); Science Curriculum; Computing Curriculum SG = contributes to safeguarding; BV = contributes to British Values
HALF TERM	**TOPIC/S**	**LEARNING OBJECTIVES**
		• 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

Suggested Progression Map for PSHE Skills (KS1 and 2) mapped against DfE Topics (NB – there are crossovers between topics)

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
Families and People who Care for Me	…understand what a family is and that families can be different BV …recognise that families care for each other and spend time together in different ways …recognise who to talk to and how to ask for help if something at home makes them feel upset or worried 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 BV …understand that families help children by giving love, care, safety and support as they grow SG	…recognise 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 and possibly difficult times SG …understand how family members can support one another through challenging times SG		…identify how to seek help if they are worried about their family feels unsafe, including identifying trusted adults and support services SG
Caring Friendships	…understand what makes a good friend and how to	…play well with others by sharing, taking turns, and including everyone,	…recognise that having friends is important and that good friendships are	…understand that our friendships should make us feel happy, safe and included	…understand what makes a positive, healthy friendship, including respect,	…understand that healthy friendships are respectful and not controlling and

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
	be kind, caring and include others. …understand that friendships can have disagreements, know simple ways to solve problems peacefully and know that physically hurting someone is never acceptable SG	and know what to do if they feel upset during play SG	important for wellbeing and happiness. SG …understand 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)	and that these are the 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 sometimes have problems, but talking and working through them can help and make them stronger SG	trust, kindness and support SG …recognise the importance of honesty and loyalty in friendships but also identify when these may not be appropriate SG	recognise that having different friends can bring positive experiences SG …develop skills to recognise peer pressure and manage the need for approval in friendships …recognise the signs that a friendship feels unsafe, unkind or uncomfortable, and know how to seek help and support SG …use positive strategies to solve disagreements, including compromise and calm communication and avoiding physical aggression SG

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
Respectful, Kind Relationships	…talk about what makes them special, including their likes, dislikes and needs, and understand that others may be different BV …share their thoughts kindly, listen to others, and show good manners and respect BV …recognise kind and unkind behaviour, including bullying, and know to ask a trusted adult for help if they feel unhappy, worried or upset SG	…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 everyone has a role in caring for people and living things and should treat others with respect and kindness.		…recognise different types of bullying (online and offline), the impact for those involved, and how bullying behaviour can be influenced by others SG …communicate what to do if they see bullying behaviour 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	…consider how to show kindness and balance their own needs with the needs of others in friendships and family relationships SG …develop skills to manage feelings such as disappointment or frustration in relationships SG

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
					…recognise prejudice and discrimination and know how to respond to unfair or excluding behaviour and seek support when needed SG BV	
Online Safety and Awareness		…understand that online behaviour should be kind and that people online are not always truthful or who they say they are SG	…understand that people online may not always be honest about who they are and why they might behave differently SG …communicate 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	…develop skills to recognise unsafe or inappropriate online content and know what actions to take, including asking a trusted adult SG	…understand that respect is important in all situations, including online environments SG …understand why and how to use privacy and location settings to help protect themselves online SG	…develop strategies to resist online peer pressure, including not sharing personal information or images and not pressuring others to do so SG …recognise 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

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
						…develop skills to make safe, informed decisions about what should be shared online and what should stay private SG …communicate how and where to get help if something online causes worry, fear, embarrassment or upset SG
Being Safe		…understand asking and giving permission when sharing toys, space, and play, and be able to show respect for others SG …communicate simple ways to say no or get help if something feels uncomfortable or unsafe SG	…understand the difference between public and private and explain why some information or 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	…understand when it is right to keep something private (e.g. a happy surprise) and when it is important to share a secret and seek support because it makes them feel uncomfortable, worried or unsafe SG …understand how to identify their trusted adults and other means of support SG	…understand 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 BV ***(see page 43 for note on FGM)*** …develop skills to respond safely to	…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

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
		…identify their trusted adults (those that make them feel safe, listened to and cared for) SG …communicate 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	ask for and give (or not give) consent 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 …communicate how to respond and who to tell (a list of trusted adults) if physical contact is unwanted or inappropriate SG	…recognise the skills and language needed to ask for help when they are concerned about their own or others' safety or frightened about violence or harm and the importance of keep asking for help until they are heard 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	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	ask for and give (or not give) consent SG

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
		uncomfortable, worrying, embarrassing or unsafe 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				
General Wellbeing	…name different feelings and know that feelings can be big or small SG …understand that being aware of how they think and feel helps them manage their feelings SG	…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	…understand that everyone has a role in caring for people, animals and the world around them, and should treat others with respect and kindness. …recognise 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	…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 experiencing change, loss and grief, including bereavement, can be felt and expressed differently by different	…understand how sleep, rest, physical activity, a balanced diet, time outdoors and healthy routines support overall wellbeing …recognise how hobbies, interests, time with others and helping in the community can support our general wellbeing …recognise when unpleasant	…recognise that everyone experiences difficult feelings st 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, thoughts and

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
		strong feelings, and know that these get easier with practice SG …recognise 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	strength and alter over time …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	people, and that strategies can help to manage these feelings SG	thoughts or feelings are strong, long-lasting or affecting daily life such as learning or playing, and understand that this may mean extra support is needed SG …develop confidence in noticing when something does not feel right emotionally and understand that it is important to speak up SG …identify when and how to seek help for the wellbeing or mental health concerns of themselves or others, and identify trusted adults at home and school who can support them SG	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 …develop skills to prepare for transitions such as moving to a new class or school, including managing thoughts and emotions linked to change SG

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
Wellbeing Online	…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 that online rules and limits help keep people safe, including taking breaks from screens 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 SG		…identify both positive and negative uses of the internet in our daily lives SG …consider 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 BV …understand that social media has age limits and develop awareness of how these protect users from unsafe contact and content SG BV …practise simple strategies for staying safe online, such as thinking before sharing and knowing when to stop using an	…compare online and offline communication, recognising the value of face-to-face relationships and the limits of online interaction SG …identify when and how to report online worries or concerns and seek help from a trusted adult or appropriate service SG …recognise online rights and responsibilities, including around sharing personal data, privacy and consent 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 …reflect on how online activity affects wellbeing and develop skills to make balanced choices about screen time and digital habits SG …understand that text, images and videos online and in the media can be altered or made up

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
				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		and develop critical thinking skills to spot misinformation and misinformation and disinformation SG …identify 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 …understand the risks linked to online gaming, including scams, spending money, addictive behaviour and online fraud, and develop safer gaming habits to

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
						promote wellbeing SG
Personal Safety	…understand that rules help keep people safe and can spot simple dangers at home and outside SG …be able to recognise potentially harmful situations in everyday life and at home SG …identify how to stay safe when out and about, including crossing the road with an adult SG	…understand the water safety code and describe how it helps them stay safe around water SG			…understand that rules and laws help keep people safe and society running smoothly SG BV …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	

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
					firework safety, with or without an adult SG	
Physical Health and Fitness **Healthy Eating** **Health Protection and Prevention**	…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 …recognise 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	…consider 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	…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	…develop an 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.	…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

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
		…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	impact/influence these choices …recognise that not being active enough can affect our health and wellbeing, including unhealthy weight gain SG	…recognise 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 when used correctly and understand basic ways to manage common conditions like asthma or allergies SG		

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
Drugs, Alcohol, Tobacco and Vaping		…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 to tell if something feels unsafe 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 …identify 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	…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	…revisit knowledge of 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 use can be difficult to stop SG …identify 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

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
						someone they know SG
Basic First Aid		…understand how to call 999 in an emergency (even from a locked mobile phone) and give simple, clear information 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 …identify when and how to contact emergency services clearly and confidently and understand that getting help is more important than filming or recording incidents SG
Developing Bodies		…understand the PANTS rule from the NSPCC and that everyone's body belongs to them SG …recognise both safe and unsafe	…revisit that some parts of the body are private and be confident in naming these private body parts using scientific language SG	…identify the main external and internal reproductive organs in males and females SG …understand the physical and	…revisit naming the main internal and external reproductive organs in males and females (penis, testicles, scrotum,	…revisit puberty changes for males and females and consider strategies to manage physical and emotional changes confidently SG

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
		touch and how we can 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	…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	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	nipples, vulva, vagina) SG …revisit the 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	…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
Sex Education *(non-statutory)*						**…understand reproduction as part of the human life cycle including conception, pregnancy and**

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
						birth (and that there are ways to prevent a baby being made) and develop awareness of how babies need to be cared for SG
Economic Wellbeing *(non-Statutory)*	…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 …identify 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 how people choose to save or spend money in different ways …identify the pros and cons of paying for things using different methods	…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 or in a bank account	…develop awareness of how financial decisions can have wider social and environmental impacts	…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
Careers *(non-statutory)*		…describe what they enjoy doing, are good at and makes them proud,	…reflect on the things they have achieved in all areas of life and their own personal strengths	…understand that job choices should not be limited by stereotypes and develop	…identify key skills that support future careers, including teamwork,	…recognise that different jobs are paid different salaries and

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can…	Children can…	Children can…	Children can…	Children can…	Children can…
		and recognise that others will have different interests and strengths …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	…identify their goals (This week / this year / by the end of primary school / future jobs) and set 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	awareness that anyone can pursue any career …recognise that career decisions can be influenced by interests, values, strengths, family experiences and stereotypes	communication and problem-solving …develop skills such as negotiation, critical thinking and digital literacy that are useful in different jobs and situations	understand that while money can influence career choices, some people also choose to do voluntary (unpaid) work …understand that there are different 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