



### **VISION**

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

### **CURRICULUM INTENT**

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

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## **EYFS Statutory Framework and the National Curriculum**

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### **EYFS Statutory Educational Programme:**

#### **Personal, social and emotional development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### **Early Learning Goals: Self Regulation**

Children at the expected level of development will:

- 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.

#### **Early Learning Goals: Managing Self**

Children at the expected level of development will:

- 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.

### **Early Learning Goals: Building Relationships**

Children at the expected level of development will:

- 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.

### **Development Matters Objectives (Non statutory)**

#### **Nursery**

##### **Self Regulation**

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

##### **Managing Self**

- Increasingly follow rules, understanding why they are important.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using toilet, washing and drying hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

##### **Building Relationships**

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- Talk with others to solve conflict.
- Understand gradually how others might be feeling.

## **Reception**

### **Self Regulation**

- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.

### **Managing Self**

- Know and talk about the different factors that support their overall health and wellbeing:
- Regular physical activity
- Healthy eating
- Toothbrushing
- Sensible amounts of 'screen time'
- Having a good sleep pattern
- Being a safe pedestrian
- Manage their own personal hygiene needs

### **Building Relationships**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Think about the perspectives of others.

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## **Subject content - Where the RSE Curriculum Objectives are covered at MPPS**

### **Families and people who care for me**

Pupils should know...

NC Objectives	Y1	Y2	Y3	Y4	Y5	Y6
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that families are important for children growing up because they can give love, security and stability.	✓		✓			✓
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	✓		✓			✓
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	✓		✓			
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓		✓			✓
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			✓			✓
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		✓	✓			✓

### **Caring friendships**

Pupils should know...

NC Objectives	Y1	Y2	Y3	Y4	Y5	Y6
how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓		✓	✓	✓
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓		✓	✓	
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓		✓	✓	
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.		✓		✓	✓	✓
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if		✓	✓	✓	✓	✓

needed.						
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### **Respectful relationships**

Pupils should know...

NC Objectives	Y1	Y2	Y3	Y4	Y5	Y6
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	✓	✓	✓	✓	✓	✓
practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
the conventions of courtesy and manners.	✓	✓	✓		✓	✓
the importance of self-respect and how this links to their own happiness.		✓	✓	✓	✓	✓
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		✓	✓		✓	✓
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		✓	✓			
what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓		✓	✓
the importance of permission-seeking and giving in relationships with friends, peers and adults.	✓					✓

### **Online relationships**

Pupils should know...

NC Objectives	Y1	Y2	Y3	Y4	Y5	Y6
that people sometimes behave differently online, including by pretending to be someone they are not.			✓	✓		

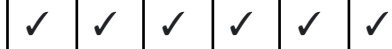
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.			✓	✓		✓
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			✓	✓		✓
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			✓	✓		✓
how information and data is shared and used online.			✓			

### **Being safe**

Pupils should know...

NC Objectives	Y1	Y2	Y3	Y4	Y5	Y6
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	✓	✓	✓	✓	✓	✓
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	✓	✓	✓	✓	✓	
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓	✓	✓	✓	✓	
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓	✓	✓	✓	✓	
how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓	✓	✓	✓	✓	
how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓	✓	✓	✓	✓	
how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓	✓	✓	✓	✓

where to get advice e.g. family, school and/or other sources.



## PSHE in the Early Years Foundation Stage

### Skills and Knowledge in Nursery

**Personal, social and emotional development:** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Development Matters Objectives (Living in the Wider World)	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Remember rules without needing an adult to remind them.	Develop appropriate ways of being assertive.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
<b>Skills Development</b>	Use resources effectively for an activity when provided/suggested. Select and use correct resources for a suggested activity. Select and use resources for an activity that they have chosen.	Follow rules independently and self regulate accordingly.  Support others to follow rules (you should only have one piece of fruit)	When appropriate use phrases such as "stop please I do not like that" "I do not want to do that" "Could I please.."	Express their feelings to adjust when asked using "scared, worried, happy, angry, sad"  Share their feelings with adults without being asked.



				Share their feelings with peers during conversation or when prompted by peers/adults.
<b>Vocabulary</b>	feelings, scared/worried, angry, kind, quiet/thinking time, careful, brave, cross			

<b>Development Matters Objectives (Health and Wellbeing)</b>	<b>Increasingly follow rules, understanding why they are important.</b>	<b>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using toilet, washing and drying hands thoroughly.</b>	<b>Make healthy choices about food, drink, activity and toothbrushing.</b>
<b>Skills Development</b>	Follow rules when reminded	Be able to brush teeth effectively Use the toilet and wash/dry hands independently.	Select foods/drinks that would be beneficial to long term health (inc teeth). Discuss how being active is good for me (how it makes us feel) Take part in activity daily.
<b>Knowledge</b>	Know the school behaviour rules Understand why they are important Know any Nursery specific rules (only two children in the play house)	Know when teeth should be brushed.	Know when teeth should be brushed.
<b>Vocabulary</b>	washing hands, zip/button, tie/buckle/velcro, clothing (cardigan/jumper), put on/take off, hot/cold, body parts e.g. fingers/cold, teeth/toothbrush, clean, right,wrong.		

<b>Development Matters Objectives (Relationships)</b>	<b>Develop their sense of responsibility and membership of a community.</b>	<b>Become more outgoing with unfamiliar people, in the safe context of their setting.</b>	<b>Show more confidence in new social situations.</b>	<b>Play with one or more other children, extending and elaborating play ideas.</b>	<b>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</b>	<b>Understand gradually how others might be feeling.</b>
<b>Skills Development</b>	Put your belongings in the correct position at the start of the day, and collect from the same place at the end of the	Leave parent/family at the start of the day, without adult support. Smile and say hello/good morning to unfamiliar	During local trips show an interest in their surroundings Ask questions of interest	Listen and talk to others during play Create focused play activities with one or	With support, listen to others requests (adult may model) Compromise when	Predict how characters may be feeling due to actions within a story Predict and label how

	<p>day.</p> <p>Play a positive part in classroom set up, giving out and collecting resources (fruit.snack time)</p> <p>Take responsibility for putting all resources back where they belong.</p>	<p>people.</p> <p>Ask questions to visitors about the given topic.</p>	<p>in new social situations</p>	<p>more children</p> <p>Respond to others suggestions during play</p>	<p>agreement can not be reached (You can be spiderman first and then I will be spiderman)</p> <p>Ask others what they would like to do / happen</p>	<p>others may be feeling due to facial expressions and body language</p>
<b>Vocabulary</b>	teacher, extended family, names, mine, yours, caring, kind, together, nursery, reception.					

## Skills Progression in Nursery

<b>Personal, Social and Emotional Development:</b> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>			
<b>Self-regulation</b>	<b>First</b>	<b>Second</b>	<b>Third</b>
<b>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</b>	Use resources effectively for an activity when provided/suggested.	Select and use correct resources for a suggested activity.	Select and use resources for an activity that they have chosen.
<b>Remember rules without needing an adult to remind them.</b>	Follow rules independently and self regulate accordingly.	Support others to follow rules (you should only have one piece of fruit)	
<b>Develop appropriate ways of being assertive.</b>	When appropriate use phrases such as "stop please I do not like that" "I do not want to do that" "Could I please.."		
<b>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</b>	Express their feelings to adjust when asked using "scared, worried, happy, angry, sad"	Share their feelings with adults without being asked.	Share their feelings with peers during conversation or when prompted by

			peers/adults.
<b>Managing Self</b>	<b>First</b>	<b>Second</b>	<b>Third</b>
<b>Increasingly follow rules, understanding why they are important.</b>	Follow rules when reminded	Follow rules independently	
<b>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using toilet, washing and drying hands thoroughly.</b>	Be able to brush teeth effectively	Use the toilet and wash/dry hands independently.	
<b>Make healthy choices about food, drink, activity and toothbrushing.</b>	Be able to brush teeth effectively	Select foods/drinks that would be beneficial to long term health (inc teeth).	Discuss how being active is good for me (how it makes us feel)
<b>Relationships</b>	<b>First</b>	<b>Second</b>	<b>Third</b>
<b>Develop their sense of responsibility and membership of a community.</b>	Put your belongings in the correct position at the start of the day, and collect from the same place at the end of the day.	Play a positive part in classroom set up, giving out and collecting resources (fruit.snack time)	Take responsibility for putting all resources back where they belong.
<b>Become more outgoing with unfamiliar people, in the safe context of their setting.</b>	Leave parent/family at the start of the day, without adult support.	Smile and say hello/good morning to unfamiliar people.	Ask questions to visitors about the given topic.
<b>Show more confidence in new social situations.</b>	During local trips show an interest in their surroundings	Ask questions of interest in new social situations	
<b>Play with one or more other children, extending and elaborating play ideas.</b>	Listen and talk to others during play	Create focused play activities with one or more children	Respond to others suggestions during play
<b>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</b>	With support, listen to others requests (adult may model)	Compromise when agreement can not be reached (You can be spiderman first and then I will be spiderman)	Ask others what they would like to do / happen
<b>Talk with others to solve conflict.</b>	With support, listen to others requests (adult may model)	Compromise when agreement can not be reached (You can be spiderman first and then I will be spiderman)	Ask others what they would like to do / happen
<b>Understand gradually how others might be feeling.</b>	Predict how characters may be feeling due to actions within a story	Predict and label how others may be feeling due to facial expressions and body language	

## Skills and Knowledge in Reception

### Expressive arts and design:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Development Matters Objectives (Living in the Wider World)	Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge.	Identify and moderate their own feelings socially and emotionally.
<b>Skills Development</b>	Express their feelings, providing basic reason why  Use language such as - frightened, angry, frustrated, excited, confused, disappointed, proud, pleased, lonely, nervous, surprised, embarrassed.  Recognise when others may be upset or happy. And give basic predictions why.	Use assessment for learning cards well throughout learning process Be able to talk about success(es) in their learning/process Be able to recognise ways to gain support (peers, adults, resources) Be able to talk about what they will do/learn next (target setting)	Be able to take turns and wait politely. Name basic emotions in self and others. <i>This is taught during E1 Aut 2.(please ref E1 curriculum)</i> To respond to the school's behaviour policy when reminders are provided.
<b>Knowledge</b>	Name the basic emotions- happy, sad, angry and excited Features of the emotions		
<b>Vocabulary</b>	emotion, expression, frightened, angry, frustrated, excited, confused, disappointed, proud, pleased, lonely, goal, instruction, independent, nervous, surprised, embarrassed, calm.		

<b>Development Matters Objectives (Health and Wellbeing)</b>	<b>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, sensible amounts of screen time, having a good sleeping pattern, and being a safe pedestrian.</b>	<b>Manage their own needs. • Personal hygiene</b>
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<b>Skills Development</b>	Brush teeth effectively and be able to discuss why this is important. Be able to discuss their bedtime routine. Be aware of others pedestrians and their safety (ensuring others can cross, moving out of the way)	Use the toilet independently Wash and dry hands independently, be able to discuss why this is important.
<b>Knowledge</b>	Know that they should take part in physical activity everyday Know the positive impact of eating fruit and vegetables daily Know why regular tooth brushing is important Understand the possible impact of too much screen time Know what would be a sensible amount of screen time. Know that screen time late at night can have a negative impact on sleep Know what time is sensible to go to bed. Know that screen time late at night can have a negative impact on sleep Know that pavements should be used for walking. Know how to cross roads safely (places, walking, with others)	Know that we should eat plenty of fruit and vegetables throughout each day.
<b>Vocabulary</b>	take turns, weekly challenge, healthy/unhealthy, fit, body parts (lips, eyebrows, ankle, wrist, heart), exercise, heart beat, gums, risk.	

<b>Development Matters Objectives (Relationships)</b>	<b>See themselves as a valuable individual.</b>	<b>Build constructive and respectful relationships.</b>	<b>Think about the perspectives of others.</b>
<b>Skills Development</b>	Able to discuss their likes / dislikes / interests  Can share stories of their past, family and culture	Form closer friendships and seek them out to initiate play. Understand that at times our friends may wish to play with others. Join in groups respectfully by playing, listening to others viewpoints/suggestions. Demonstrate respect and kindness towards others by supporting them. Follow adult instructions.	During any restorative conversations, children can listen to others perspectives and comment on this Discuss characters' challenges in stories. Discuss how characters' overcome challenges in stories.
<b>Knowledge</b>			
<b>Vocabulary</b>	special, friendly, school personnel (site manager/head teacher), alone, give, support, team, partner.		

## Skills Progression in Reception

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Self-regulation	First	Second	Third
<b>Express their feelings and consider the feelings of others.</b>	Express their feelings, providing basic reason why	Use language such as - frightened, angry, frustrated, excited, confused, disappointed, proud, pleased, lonely, nervous, surprised, embarrassed.	Recognise when others may be upset or happy. And give basic predictions why.
<b>Show resilience and perseverance in the face of challenge.</b>	Use assessment for learning cards well throughout learning process	Be able to talk about success(es) in their learning/process	Be able to recognise ways to gain support (peers, adults, resources)]  Be able to talk about what they will do/learn next (target setting)
<b>Identify and moderate their own feelings socially and emotionally.</b>	Be able to take turns and wait politely.	Name basic emotions in self and others.	To respond to the school's behaviour policy when reminders are provided.
Managing Self	First	Second	Third
<b>Know and talk about the different factors that support their overall health and wellbeing:</b> <ul style="list-style-type: none"> <li>• Regular physical activity</li> <li>• Healthy eating</li> <li>• Toothbrushing:</li> <li>• Sensible amounts of 'screen time':</li> <li>• Having a good sleep pattern:</li> <li>• Being a safe pedestrian</li> </ul>	Brush teeth effectively and be able to discuss why this is important.	Be able to discuss their bedtime routine.	Be aware of others pedestrians and their safety (ensuring others can cross, moving out of the way)
<b>Manage their own needs. • Personal hygiene</b>	Use the toilet independently	Wash and dry hands independently, be able to discuss why this is important.	Know that we should eat plenty of fruit and vegetables throughout each day.

Building Relationships	First	Second	Third
<b>See themselves as a valuable individual.</b>	Able to discuss their likes / dislikes / interests	Can share stories of their past, family and culture	
<b>Build constructive and respectful relationships.</b> <b>Knowledge:</b>	Form closer friendships and seek them out to initiate play. Understand that at times our friends may wish to play with others.	Join in groups respectfully by playing, listening to others viewpoints/suggestions.	Demonstrate respect and kindness towards others by supporting them.  Follow adult instructions.
<b>Think about the perspectives of others.</b>	During any restorative conversations, children can listen to others perspectives and comment on this	Discuss characters' challenges in stories.	Discuss how characters' overcome challenges in stories.

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## Bridging into the National Curriculum

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### Early Learning Goals - 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.

### Early Learning Goals - 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.

### Early Learning Goals -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.

### How our early years curriculum prepares for the next stage of education

Early Learning Goals (Self-regulation)	NC Areas	Year 1
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	<b>Relationships</b>	<ul style="list-style-type: none"> <li>- To know the importance of being polite</li> <li>- To be able to understand the concept of 'respect'</li> <li>- To be able to use manners</li> </ul>
	<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>- To know what rules are and why we need them</li> <li>- To know that different people have different needs</li> </ul>
	<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>- To know what makes them unique</li> <li>- To identify different kinds of feelings</li> <li>- To know how people's feelings can be hurt and what can be done when they have hurt feelings</li> <li>- To know what to do when they are feeling worried</li> <li>- To know how feelings can affect people's behaviour</li> <li>- To know about the impact of kind and unkind behaviour</li> <li>- To be able to recognise feelings in themselves and in others</li> </ul>
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	<b>Relationships</b>	<ul style="list-style-type: none"> <li>- To know what permission is and when they need to ask for it</li> <li>- To identify when they need to ask for permission</li> <li>- To know the importance of being polite</li> <li>- To be able to understand the concept of 'respect'</li> <li>- To be able to use manners</li> </ul>
	<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>- To know what rules are and why we need them</li> <li>- To be able to communicate safely with others online</li> </ul>
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.	<b>Relationships</b>	Ongoing throughout Y1
	<b>Living in the Wider World</b>	
	<b>Health and Wellbeing</b>	
Early Learning Goals (Managing Self)	NC Areas	Year 1
Be confident to try new activities and show independence, resilience and perseverance	<b>Relationships</b>	Ongoing throughout Y1
	<b>Living in the Wider World</b>	



in the face of challenge	<b>Health and Wellbeing</b>	
Explain the reasons for rules, know right from wrong and try to behave accordingly;	<b>Relationships</b>	<ul style="list-style-type: none"> <li>- To know about the concept of privacy and that their body belongs to them</li> <li>- To know what permission is and when they need to ask for it</li> <li>- To know the importance of being polite</li> <li>- To be able to understand the concept of 'respect'</li> <li>- To be able to use manners</li> </ul>
	<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>- To know what rules are and why we need them</li> <li>- To be able to communicate safely with others online</li> </ul>
	<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>- To know about the impact of kind and unkind behaviour</li> <li>- To know why some things have age restrictions</li> <li>- To know basic rules for keeping safe online</li> <li>- To know what to do if they see something online that makes them feel unhappy, worried or scared</li> </ul>
Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>- To know why some things have age restrictions</li> <li>- To know basic rules for keeping safe online</li> <li>- To know what to do if they see something online that makes them feel unhappy, worried or scared</li> </ul>
<b>Early Learning Goals (Building relationships)</b>	<b>NC Areas</b>	<b>Year 1</b>
Work and play cooperatively and take turns with others;	<b>Relationships</b>	<ul style="list-style-type: none"> <li>- To identify when they need to ask for permission</li> <li>- To know the importance of being polite</li> <li>- To be able to understand the concept of 'respect'</li> <li>- To be able to use manners</li> </ul>
	<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>- To know what rules are and why we need them</li> <li>- To know how we can care for other people, animals and living things</li> <li>- To be able to communicate safely with others online</li> </ul>
Form positive attachments to adults and friendships with peers;	<b>Relationships</b>	<ul style="list-style-type: none"> <li>- To know the importance of being polite</li> <li>- To be able to understand the concept of 'respect'</li> <li>- To be able to use manners</li> </ul>
	<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>- To know how we can care for other people, animals and living things</li> <li>- To be able to communicate safely with others online</li> <li>-</li> </ul>

	<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>- To know how people's feelings can be hurt and what can be done when they have hurt feelings</li> <li>- To know what to do when they are feeling worried</li> <li>- To know how feelings can affect people's behaviour</li> <li>- To know about the impact of kind and unkind behaviour</li> <li>- To be able to recognise feelings in themselves and in others</li> </ul>
Show sensitivity to their own and to others' needs.	<b>Relationships</b>	<ul style="list-style-type: none"> <li>- To know about the concept of privacy and that their body belongs to them</li> <li>- To know what permission is and when they need to ask for it</li> <li>- To identify when they need to ask for permission</li> <li>- To know the importance of being polite</li> <li>- To be able to understand the concept of 'respect'</li> <li>- To be able to use manners</li> </ul>
	<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>- To know that different people have different needs</li> <li>- To know how we can care for other people, animals and living things</li> <li>- To know how we can care for our environment</li> <li>- To be able to communicate safely with others online</li> </ul>
	<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>- To know what it means to be healthy and why it is important</li> <li>- To know the different ways they can keep healthy (basic hygiene, healthy and unhealthy foods, keeping active)</li> <li>- How to keep safe in the sun</li> <li>- To know what makes them unique</li> <li>- To identify different kinds of feelings</li> <li>- To know how people's feelings can be hurt and what can be done when they have hurt feelings</li> <li>- To know what to do when they are feeling worried</li> <li>- To know how feelings can affect people's behaviour</li> <li>- To know about the impact of kind and unkind behaviour</li> <li>- To be able to recognise feelings in themselves and in others</li> <li>- To know basic rules for keeping safe online</li> <li>- To know what to do if they see something online that makes them feel unhappy, worried or scared</li> </ul>

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## Delivering the National Curriculum

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### PSHE/RSE Progression (Overview)

#### Autumn - Relationships

Subject	Year 1	Year 3	Year 6
<b>Families</b>	<ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children's lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> </ul>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>

Subject	Year 1	Year 2	Year 4	Year 5	Year 6
<b>Friendships</b>	<ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> </ul>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends - strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments</li> </ul>	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or</li> </ul>	<ul style="list-style-type: none"> <li>what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> </ul>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• how to recognise and respond to pressure from others to do</li> </ul>

		<p>between friends</p> <ul style="list-style-type: none"> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p>excluded</p> <ul style="list-style-type: none"> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> </ul>	<ul style="list-style-type: none"> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<p>something unsafe or that makes them feel worried or uncomfortable</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Personal Privacy</b>	<p>about situations when someone's body or feelings might be hurt and whom to go to for help</p> <ul style="list-style-type: none"> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and</li> </ul>	<ul style="list-style-type: none"> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <ul style="list-style-type: none"> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted</li> </ul>	<ul style="list-style-type: none"> <li>• when it is right to keep or break a confidence or share a secret</li> </ul>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>

	<p>punches)</p> <ul style="list-style-type: none"> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>		<p>sites and adult supervision</p>		<ul style="list-style-type: none"> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	
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	Year 2	Year 3	Year 4	Year 6
<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> </ul>	<p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <ul style="list-style-type: none"> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<ul style="list-style-type: none"> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online 'challenges' and 'dares'</li> </ul>

	Year 2	Year 3	Year 4
<b>Bullying</b>	<ul style="list-style-type: none"> <li>• about what bullying is and different types of bullying</li> </ul>	<p>that bullying and hurtful behaviour is unacceptable in any situation</p>	<p>to differentiate between playful teasing, hurtful behaviour and bullying, including</p>

	<ul style="list-style-type: none"> <li>· how someone may feel if they are being bullied</li> </ul>	<ul style="list-style-type: none"> <li>· about the effects and consequences of bullying for the people involved</li> <li>· about bullying online, and the similarities and differences to face-to-face bullying</li> <li>· what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<p>Online</p> <ul style="list-style-type: none"> <li>· how to respond if they witness or experience hurtful behaviour or bullying, including Online</li> </ul>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Valuing Difference</b>	<ul style="list-style-type: none"> <li>· about what respect means</li> <li>· about class rules, being polite to others, sharing and taking turns</li> </ul>	<ul style="list-style-type: none"> <li>· about the things they have in common with their friends, classmates, and other people</li> <li>· how friends can have both similarities and differences</li> <li>· how to play and work cooperatively in different groups and situations</li> <li>· how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<ul style="list-style-type: none"> <li>· to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>· how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>· the importance of self-respect and their right to be treated respectfully by others</li> <li>· what it means to treat others, and be treated, politely</li> <li>· the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<ul style="list-style-type: none"> <li>· to recognise differences between people such as gender, race, faith</li> <li>· to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>· about the importance of respecting the differences and similarities between people</li> <li>· a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<ul style="list-style-type: none"> <li>· to recognise that everyone should be treated equally</li> <li>· why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>· what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>· to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>· the impact of discrimination on individuals, groups and wider society</li> <li>· ways to safely challenge discrimination</li> <li>· how to report discrimination online</li> </ul>	<ul style="list-style-type: none"> <li>· about the link between values and behaviour and how to be a positive role model</li> <li>· how to discuss issues respectfully</li> <li>· how to listen to and respect other points of view</li> <li>· how to constructively challenge points of view they disagree with</li> <li>· ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>

**Spring - Living in the Wider World**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Belonging to a Community</b>	<ul style="list-style-type: none"> <li>· about examples of rules in different situations, e.g. class rules, rules at home, rules Outside</li> <li>· that different people have different needs</li> <li>· how we care for people, animals and other living things in different ways</li> <li>· how they can look after the environment, e.g. recycling</li> </ul>	<ul style="list-style-type: none"> <li>· about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>· about different rights and responsibilities that they have in school and the wider community</li> <li>· about how a community can help people from different groups to feel included</li> <li>· to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	<ul style="list-style-type: none"> <li>· the reasons for rules and laws in wider society</li> <li>· the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>· what human rights are and how they protect people</li> <li>· to identify basic examples of human rights including the rights of children</li> <li>· about how they have rights and also responsibilities</li> <li>· that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<ul style="list-style-type: none"> <li>the meaning and benefits of living in a community</li> <li>· to recognise that they belong to different communities as well as the school community</li> <li>· about the different groups that make up and contribute to a community</li> <li>· about the individuals and groups that help the local community, including through volunteering and work</li> <li>· how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<ul style="list-style-type: none"> <li>· about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>· the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>· how to show compassion for the environment, animals and other living things</li> <li>· about the way that money is spent and how it affects the environment</li> <li>· to express their own opinions about their responsibility towards the environment</li> </ul>	<ul style="list-style-type: none"> <li>· what prejudice means · to differentiate between prejudice and discrimination</li> <li>· how to recognise acts of discrimination</li> <li>· strategies to safely respond to and challenge discrimination</li> <li>· how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>· how stereotypes are perpetuated and how to challenge this</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Media Literacy and Digital Resilience</b>	<ul style="list-style-type: none"> <li>· how and why people use the internet</li> <li>· the benefits of using the internet and digital</li> </ul>	<ul style="list-style-type: none"> <li>· the ways in which people can access the internet e.g. phones, tablets, computers</li> </ul>	<ul style="list-style-type: none"> <li>· how the internet can be used positively for leisure, for school and for work</li> </ul>	<ul style="list-style-type: none"> <li>· that everything shared online has a digital footprint</li> <li>· that organisations can</li> </ul>	<ul style="list-style-type: none"> <li>· to identify different types of media and their different purposes e.g. to entertain, inform, persuade or</li> </ul>	<ul style="list-style-type: none"> <li>· about the benefits of safe internet use e.g. learning, connecting and communicating</li> </ul>

	<p>devices</p> <ul style="list-style-type: none"> <li>• how people find things out and communicate safely with others online</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<p>use personal information to encourage people to buy things</p> <ul style="list-style-type: none"> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an Advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	<p>advertise</p> <ul style="list-style-type: none"> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul>	<ul style="list-style-type: none"> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>
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	<b>Year 2</b>	<b>Year 4</b>	<b>Year 6</b>
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<b>Money</b>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and Needs</li> <li>• how to keep track of money and why it is important to know how much is being Spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<ul style="list-style-type: none"> <li>that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>
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	<b>Year 1</b>	<b>Year 3</b>	<b>Year 5</b>
<b>Jobs</b>	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	<ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common misconceptions and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• about the role ambition can play in achieving a future career</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> </ul>

		<ul style="list-style-type: none"> <li>· to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>· how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<ul style="list-style-type: none"> <li>· that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>
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## Summer - Health and Well-Being

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>· what it means to be healthy and why it is important</li> <li>· ways to take care of themselves on a daily basis</li> <li>· about basic hygiene routines, e.g. hand washing</li> <li>· about healthy and unhealthy foods, including sugar intake</li> <li>· about physical activity and how it keeps people healthy</li> <li>· about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>· about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>· how to keep safe in the sun</li> </ul>	<ul style="list-style-type: none"> <li>· about routines and habits for maintaining good physical and mental health</li> <li>· why sleep and rest are important for growing and keeping healthy</li> <li>· that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>· the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>· about food and drink that affect dental health</li> <li>· how to describe and share a range of feelings</li> <li>· ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>· how to manage big feelings including those associated with change, loss and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>· about the choices that people make in daily life that could affect their health</li> <li>· to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>· what can help people to make healthy choices and what might negatively influence them</li> <li>· about habits and that sometimes they can be maintained, changed or stopped</li> <li>· the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>· what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>· that regular exercise such as walking or cycling has positive</li> </ul>	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>· what good physical health means and how to recognise early signs of physical illness</li> <li>· that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>· how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>· the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<ul style="list-style-type: none"> <li>· how sleep contributes to a healthy lifestyle</li> <li>· healthy sleep strategies and how to maintain them</li> <li>· about the benefits of being outdoors and in the sun for physical and mental health</li> <li>· how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>· how medicines can contribute to health and how allergies can be managed</li> <li>· that some diseases can be prevented by vaccinations and immunisations</li> <li>· that bacteria and viruses can affect health</li> <li>· how they can prevent the spread of bacteria and viruses with everyday hygiene Routines</li> </ul>	<ul style="list-style-type: none"> <li>· that mental health is just as important as physical health and that both need looking after</li> <li>· to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>· how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>· positive strategies for managing feelings</li> <li>· that there are situations when someone may experience mixed or conflicting feelings</li> <li>· how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>· to recognise that if someone experiences feelings that are not so good (most or all of the</li> </ul>

		<ul style="list-style-type: none"> <li>· when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p>benefits for their mental and physical health</p> <ul style="list-style-type: none"> <li>· about the things that affect feelings both positively and negatively</li> <li>· strategies to identify and talk about their feelings</li> <li>· about some of the different ways people express feelings e.g. words, actions, body language</li> <li>· to recognise how feelings can change overtime and become more or less powerful</li> </ul>		<ul style="list-style-type: none"> <li>· to recognise the shared responsibility of keeping a clean environment</li> </ul>	<p>time) – help and support is available</p> <ul style="list-style-type: none"> <li>· identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>· the importance of asking for support from a trusted adult</li> <li>· about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>· that changes can mean people experience feelings of loss or grief</li> <li>· about the process of grieving and how grief can be expressed</li> <li>· about strategies that can help someone cope with the feelings associated with change or loss</li> <li>· to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>· how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>· strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>· what to do and whom</li> </ul>
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<b>Growing and Changing</b>	<p>to recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <ul style="list-style-type: none"> <li>• how to manage and whom to tell when finding things difficult, or when things go Wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>	<p>that everyone is an individual and has unique and valuable contributions to make</p> <ul style="list-style-type: none"> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet Dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<p>to recognise some of the changes as they grow up e.g. increasing independence</p> <ul style="list-style-type: none"> <li>• about what being more independent might be like, including how it may feel</li> <li>• about the transition to secondary school and how this may affect their feelings</li> <li>• about how relationships may change as they grow up or move to secondary school</li> <li>• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception<sup>2</sup></li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar</li> </ul>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> </ul>	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own</li> </ul>	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> </ul>

	<ul style="list-style-type: none"> <li>· basic rules for keeping safe online</li> <li>· whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<p>and unfamiliar environments, such as in school, online and 'out and about'</p> <ul style="list-style-type: none"> <li>· to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>· how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>· about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>· how to respond if there is an accident and someone is hurt</li> <li>· about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p>road, running in the playground, in the kitchen</p> <ul style="list-style-type: none"> <li>· about fire safety at home including the need for smoke alarms</li> <li>· the importance of following safety rules from parents and other adults</li> <li>· how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<ul style="list-style-type: none"> <li>· that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>· to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>· to identify some of the risks associated with drugs common to everyday life</li> <li>· that for some people using drugs can become a habit which is difficult to break</li> <li>· how to ask for help or advice</li> </ul>	<p>safety</p> <ul style="list-style-type: none"> <li>· to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>· how to deal with common injuries using basic first aid techniques</li> <li>· how to respond in an emergency, including when and how to contact different emergency services</li> <li>· that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>· what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<ul style="list-style-type: none"> <li>· strategies for dealing with requests for personal information or images of themselves</li> <li>· to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>· that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>· what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>· how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>· about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>· why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>· about the risks and effects of different drugs</li> <li>· about the laws relating to drugs common to everyday life and illegal drugs</li> <li>· to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>· about the organisations where people can get help and support concerning drug use</li> <li>· how to ask for help if they have concerns about drug use</li> </ul>
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