

**RSE – Program of Study**

<b>YEAR 1</b>		
<b>RELATIONSHIP EDUCATION</b>		
<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<b>Families and People who care for me (approx. 3 lessons)</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	R2. to identify the people who love and care for them and what they do to help them feel cared for
	<ul style="list-style-type: none"> <li>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</li> </ul>	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R4. to identify common features of family life
	<ul style="list-style-type: none"> <li>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</li> </ul>	R3. about different types of families including those that may be different to their own H22. to recognise the ways in which we are all unique
	<ul style="list-style-type: none"> <li>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</li> </ul>	R3. about different types of families including those that may be different to their own
	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised</li> </ul>	R4. to identify common features of family life

	<p>commitment of two people to each other which is intended to be lifelong</p>	
	<ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>
<p><b>Respectful Relationships</b>  <b>(approx. 3 lessons)</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to L6. to recognise the ways they are the same as, and different to, other people</p>
	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	<p>R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively</p>
	<ul style="list-style-type: none"> <li>• the conventions of courtesy and manners.</li> </ul>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>
	<ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness</li> </ul>	<p>H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike R22. about how to treat themselves and others with respect; how to be polite and courteous</p>
	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>

	others, including those in positions of authority	H22. to recognise the ways in which we are all unique
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>
	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>R15. how to respond safely to adults they don't know</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>

### HEALTH EDUCATION

<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<b>Mental Wellbeing (approx. 3 lessons, 1 a term)</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	H1. about what keeping healthy means; different ways to keep healthy
	<ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to</li> </ul>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p>

	different experiences and situations.	
	<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
	<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
	<ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul>	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
	<ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	H24. how to manage when finding things difficult
	<ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	
	<ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers</li> </ul>	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

	<p>for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	
	<ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	H24. how to manage when finding things difficult
<b>Physical Health and Fitness</b>  <b>(approx. 2 lessons)</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	H1. about what keeping healthy means; different ways to keep healthy
	<ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
	<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
	<ul style="list-style-type: none"> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	H10. about the people who help us to stay physically healthy
<b>Health and Prevention</b>		
	<ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the</li> </ul>	H8. how to keep safe in the sun and protect skin from sun damage

<b>(approx. 2 lessons)</b>	risk of sun damage, including skin cancer	
	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul>	H4. about why sleep is important and different ways to rest and relax
	<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
	<ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>	H5. simple hygiene routines that can stop germs from spreading
	<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination</li> </ul>	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
<b>LIVING IN THE WIDER WORLD</b>		
<b>Shared Responsibilities</b> <b>(approx. 2 lessons)</b>	<ul style="list-style-type: none"> <li>Rules in the home, community, school and law.</li> <li>Everyone has needs and they may be different to their parents, siblings, family or friend's needs.</li> <li>Ways of looking after the environment collectively at home, in school and in the wider community.</li> </ul>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>
<b>Economic Wellbeing: Money</b>	<ul style="list-style-type: none"> <li>people spend money on different things.</li> <li>people make different choices on what to spend their money on.</li> </ul>	L10. what money is; forms that money comes in; that money comes from different sources

<p><b>(approx. 2 lessons)</b></p>	<ul style="list-style-type: none"> <li>• differences between a need and a want.</li> <li>• How we can keep our money safe e.g. piggy bank (child) vs actual bank (adult).</li> <li>• Parents may keep money safe for us.</li> </ul>	<p>L11. that people make different choices about how to save and spend money  L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want  L13. that money needs to be looked after; different ways of doing this</p>
<p><b>Economic Wellbeing: Aspirations, work and careers</b></p> <p><b>(approx. 2 lessons)</b></p>	<ul style="list-style-type: none"> <li>• What they are good at and what they may need help to get better at.</li> <li>• People have jobs to get money.</li> <li>• Discussions about chores/jobs children may do to help at home.</li> <li>• There are lots of different jobs.</li> <li>• How a person's interests can influence their job choice later on in life.</li> </ul>	<p>L14. that everyone has different strengths  L15. that jobs help people to earn money to pay for things  L16. different jobs that people they know or people who work in the community do  L17. about some of the strengths and interests someone might need to do different jobs</p>

**YEAR 2**

**RELATIONSHIP EDUCATION**

<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<p><b>Being Safe (approx. 3 lessons)</b></p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	<p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>
	<ul style="list-style-type: none"> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> </ul>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change</p>
	<ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>	<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
	<ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
	<ul style="list-style-type: none"> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
<b>Caring friendships (approx. 3 lessons)</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	R6. about how people make friends and what makes a good friendship
	<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	R6. about how people make friends and what makes a good friendship

	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	R7. about how to recognise when they or someone else feels lonely and what to do
	<ul style="list-style-type: none"> <li>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</li> </ul>	R8. simple strategies to resolve arguments between friends positively
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R9. how to ask for help if a friendship is making them feel unhappy
<b>HEALTH EDUCATION</b>		
<u>Topics</u>	<ul style="list-style-type: none"> <li><u>What pupils should know</u></li> </ul>	<u>Learning Objectives</u>
<b>Internet safety and Harms Online relationships (approx. 2 lessons)</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits</li> </ul>	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life
	<ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> </ul>	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

	<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>
	<ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	<p>H28. about rules and age restrictions that keep us safe</p>
	<ul style="list-style-type: none"> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	<p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>
	<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	<p>L9. that not all information seen online is true</p>
	<ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>
<p><b>Healthy eating (approx. 2 lessons)</b></p>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p>H2. about foods that support good health and the risks of eating too much sugar</p>

		H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	H2. about foods that support good health and the risks of eating too much sugar
	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	H2. about foods that support good health and the risks of eating too much sugar
<b>Basic first aid (approx. 1 lessons)</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>	H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)
	<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>	H35. about what to do if there is an accident and someone is hurt  H37. about things that people can put into their body or on their skin; how these can affect how people feel
<b>Mental Wellbeing (approx. 3 lessons, 1 per term)</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	H1. about what keeping healthy means; different ways to keep healthy
	<ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all</li> </ul>	H13. how feelings can affect people's bodies and how they behave

	humans experience in relation to different experiences and situations.	H14. how to recognise what others might be feeling
	<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	H16. about ways of sharing feelings; a range of words to describe feelings
	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
	<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
	<ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H24. how to manage when finding things difficult</p>
	<ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<p>H27. about preparing to move to a new class/year group</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p>

	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p>
	<ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>
	<ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>H24. how to manage when finding things difficult</p>
<b>LIVING IN THE WIDER WORLD</b>		
<p><b>Communities</b></p> <p><b>(approx. 2 lessons)</b></p>	<ul style="list-style-type: none"> <li>There are different roles within their community.</li> <li>How do they fit into their local community?</li> <li>know how their local community is affected by the wider world.</li> </ul>	<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>

	<ul style="list-style-type: none"> <li>• identify similarities and differences between themselves and those around them.</li> </ul>	
<b>Media Literacy &amp; digital resilience</b>  <b>(approx. 2 lessons)</b>	<ul style="list-style-type: none"> <li>• How we use search engines to find out new information.</li> <li>• Instant messenger services and emails allow us to communicate virtually.</li> <li>• How the internet is used around the child in their everyday life e.g. social media, in school (table trainer, AR etc), and at home (smart phones, Ipad)</li> <li>• To identify when information found on the internet is not trustworthy or up for debate.</li> </ul>	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true

**YEAR 3**

**RELATIONSHIP EDUCATION**

<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<b>Families and people who care for me</b>  (approx. 3 lessons)	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li></ul>	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	<ul style="list-style-type: none"><li>• 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.</li></ul>	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	<ul style="list-style-type: none"><li>• 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.</li></ul>	R2. that people may be attracted to someone emotionally and romantically; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different  R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>
	<ul style="list-style-type: none"> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
<p><b>Respectful relationships</b>  (approx. 3 lessons)</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those</p>

		<p>whose traditions, beliefs and lifestyle are different to their own</p> <p>L6. about the different groups that make up their community; what living in a community means</p>
	<ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
	<ul style="list-style-type: none"> <li>• The conventions of courtesy and manners.</li> </ul>	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
	<ul style="list-style-type: none"> <li>• The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
<b>HEALTH EDUCATION</b>		

<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<b>Physical health and fitness</b> (approx. 2 lessons)	<ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
	<ul style="list-style-type: none"> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
	<ul style="list-style-type: none"> <li>The risks associated with an inactive lifestyle (including obesity).</li> </ul>	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
	<ul style="list-style-type: none"> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

<b>Health and prevention</b>  (approx. 2 lessons)	<ul style="list-style-type: none"> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
	<ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
	<ul style="list-style-type: none"> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
	<ul style="list-style-type: none"> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

<b>Mental Wellbeing</b>  (approx. 3 lessons, 1 per term)	<ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
	<ul style="list-style-type: none"> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	H17. to recognise that feelings can change over time and range in intensity
	<ul style="list-style-type: none"> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
	<ul style="list-style-type: none"> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
	<ul style="list-style-type: none"> <li>The benefits of physical exercise, time outdoors, community</li> </ul>	H16. about strategies and behaviours that support mental health — including how

	<p>participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
	<ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
	<ul style="list-style-type: none"> <li>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>
	<ul style="list-style-type: none"> <li>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>
	<ul style="list-style-type: none"> <li>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their</li> </ul>	<p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>

	<p>own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>
	<ul style="list-style-type: none"> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>
<p><b>LIVING IN THE WIDER WORLD</b></p>		
<p><b>Shared responsibilities</b>  (approx. 2 lessons)</p>	<ul style="list-style-type: none"> <li>• That there are laws in the UK which all those who live here have to follow and consequences if these are not followed. That within these laws there are human rights to protect us.</li> <li>• That we all share responsibilities for the care of others, protecting each other and our environment.</li> </ul>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how</p>

		<p>everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
<p><b>Economic Wellbeing Money</b> (approx. 2 lessons)</p>	<ul style="list-style-type: none"> <li>• To know that people spend money differently, and on different things, and that their choices can affect others.</li> <li>• To know that people make different choices about what they spend their money on, depending on their needs and wants.</li> </ul>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>

**YEAR 4**

**RELATIONSHIP EDUCATION**

<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<b>Being Safe</b> (approx. 3 lessons)	<ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li></ul>	R22 about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
	<ul style="list-style-type: none"><li>• 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</li></ul>	R27 about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
	<ul style="list-style-type: none"><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li></ul>	R25 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
	<ul style="list-style-type: none"><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li></ul>	R29 where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	<ul style="list-style-type: none"><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li></ul>	R29 where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

	<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	R29 where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
<b>Caring friendships</b> (approx. 3 lessons)	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	R10 about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>	R13 the importance of seeking support if feeling lonely or excluded R14 that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R18 to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
<b>HEALTH EDUCATION</b>		
<u>Topics</u>	<ul style="list-style-type: none"> <li><u>What pupils should know</u></li> </ul>	<u>Learning Objectives</u>
<b>Internet safety and Harms Online relationships</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits</li> </ul>	L11 recognise ways in which the internet and social media can be used both positively and negatively
	<ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative</li> </ul>	H13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

(approx. 2 lessons)	content online on their own and others' mental and physical wellbeing.	
	<ul style="list-style-type: none"> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	<p>R30 that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L11 recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15 recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
<b>Healthy eating</b>  (approx. 2 lessons)	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p>H1 how to make informed decisions about health</p> <p>H6 about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>
	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	<p>H6 about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>
	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other</li> </ul>	<p>H2 about the elements of a balanced, healthy lifestyle</p> <p>H3 about choices that support a healthy lifestyle, and recognise what might influence these</p>

	behaviours (e.g. the impact of alcohol on diet or health).	
<b>Basic first aid</b>  (approx. 1 lessons)	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> </ul>	H44 how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
	<ul style="list-style-type: none"> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	H43 about what is meant by first aid; basic techniques for dealing with common injuries <sup>2</sup>
<b>Mental Wellbeing</b>  (approx. 3 lessons, 1 per term)	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	H15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
	<ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	H17 to recognise that feelings can change over time and range in intensity
	<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	H19 a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H20 strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings

		<p>appropriately and proportionately in different situations</p> <p>H21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>
	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<p>H16 about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p>H16 about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and see</li> </ul>	<p>H24 problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13 the importance of seeking support if feeling lonely or excluded</p>
	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> </ul>	<p>R19 about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>

	<ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<p>H21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  R20 strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>
	<ul style="list-style-type: none"> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>H22 to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>
<b>LIVING IN THE WIDER WORLD</b>		
<p><b>Communities</b> (approx. 2 lessons)</p>	<ul style="list-style-type: none"> <li>• To know what a community is and how to make valuable contributions within a diverse community.</li> <li>• To know what stereotypes and prejudices are, and how to respond to discrimination and prejudicial attitudes.</li> </ul>	<p>L6. about the different groups that make up their community; what living in a community means  L7. to value the different contributions that people and groups make to the community  L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  L9. about stereotypes; how they can negatively influence behaviours and</p>

		<p>attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
<p><b>Media Literacy and Digital resilience</b> (approx. 2 lessons)</p>	<ul style="list-style-type: none"> <li>● To know how social media and the internet is used, both positively and negatively.</li> <li>● To know that data and information on the internet is shared and a digital footprint is always there if you are online.</li> </ul>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>

**YEAR 5**

**RELATIONSHIP EDUCATION**

<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<p><b>Families and People who care for me</b> (approx. 3 lessons)</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>

	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	<p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>
	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
<p><b>Respectful Relationships</b> (approx. 3 lessons)</p>	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners</li> </ul>	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>

	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>
	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p>R21. about discrimination: what it means and how to challenge it</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>
	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p>

R26. about seeking and giving permission (consent) in different situations

### HEALTH EDUCATION

<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<b>Mental Wellbeing</b> (approx. 3 lessons, 1 per term)	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
	<ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	H17. to recognise that feelings can change over time and range in intensity
	<ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>
	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>
	<ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental</li> </ul>	<p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline</p>

	<p>wellbeing or ability to control their emotions (including issues arising online).</p>	<p>and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>
	<ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>
<p><b>Physical Health and Fitness</b> (approx. 2 lessons)</p>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>
	<ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	<p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>
	<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be</p>

		physically active and some of the risks associated with an inactive lifestyle
	<ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
<b>Health and Prevention</b> (approx. 2 lessons)	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul>	H5. about what good physical health means; how to recognise early signs of physical illness
	<ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
	<ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>

	<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
<b>Drugs, Alcohol and Tobacco</b> (approx. 3 lessons)	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. 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</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>
<b>Changing adolescent bodies</b> (approx. 2 lessons)	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>

		<p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>
	<ul style="list-style-type: none"> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>
<b>LIVING IN THE WIDER WORLD</b>		
<p><b>Economic Wellbeing: Money</b></p> <p>(approx. 2 lessons)</p>	<ul style="list-style-type: none"> <li>• To know that money is important for your well-being.</li> <li>• To know that people make different choices about what they spend their money on, depending on their needs and wants.</li> <li>• To know about saving and budgeting and keep track on their money.</li> </ul>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair</p>

	<ul style="list-style-type: none"> <li>• To understand what gambling is.</li> <li>• To know how money can impact health, emotional well-being and future aspirations.</li> </ul>	<p>trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe © PSHE Association 2020</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>
<p><b>Economic Wellbeing: Aspirations, work and career</b></p> <p>(approx. 2 lessons)</p>	<ul style="list-style-type: none"> <li>• To know about different jobs/aspirations</li> <li>• To set goals to achieve aspirations</li> <li>• To know about career/job stereotypes (gender, age intellect etc.) and how not to be limited by them.</li> </ul>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>

	<ul style="list-style-type: none"><li>• To understand the different influences on people's career choices.</li></ul>	<p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>
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**YEAR 6**

**RELATIONSHIP EDUCATION**

<u>Topics</u>	<u>What pupils should know</u>	<u>Learning Objectives</u>
<b>Being Safe</b> (approx. 3 lessons)	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>	R24 how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	R29 where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	<ul style="list-style-type: none"> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> </ul>	R29 where to get advice and report concerns if worried about their own or someone else's personal safety (including online) H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
	<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	R29 where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences</li> </ul>	R11 what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the

(approx. 3 lessons)	and support with problems and difficulties.	same principles apply to online friendships as to face-to-face relationships
	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	R13 the importance of seeking support if feeling lonely or excluded R14 that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R16 how friendships can change over time, about making new friends and the benefits of having different types of friends
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R18 to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
<b>HEALTH EDUCATION</b>		
<u>Topics</u>	<ul style="list-style-type: none"> <li><u>What pupils should know</u></li> </ul>	<u>Learning Objectives</u>
<b>Internet safety and Harms/</b>	<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	H37 reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with

<b>Online relationships</b> (approx. 2 lessons)		reference to social media, television programmes, films, games and online gaming  L23 about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	<ul style="list-style-type: none"> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	H37 reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  R20 strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  L11 recognise ways in which the internet and social media can be used both positively and negatively
	<ul style="list-style-type: none"> <li>how to be a discerning consumer of information online including understanding that information, including that from search</li> </ul>	L12 how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

	<p>engines, is ranked, selected and targeted.</p>	<p>L13 about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14 about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L16 about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
	<ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>H42 about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>
<p><b>Mental Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	<p>H15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>

(approx. 3 lessons, 1 per term)	<ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	H17 to recognise that feelings can change over time and range in intensity
	<ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	H19 a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<p>H20 strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>
	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	H16 about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

	<ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p>H16 about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
	<ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<p>H24 problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13 the importance of seeking support if feeling lonely or excluded</p>
	<ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has</li> <li>• a negative and often lasting impact on</li> <li>• mental wellbeing.</li> </ul>	<p>R19 about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>
	<ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<p>H21 to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>R20 strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>

	<ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	H22 to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
<b>Healthy eating</b> (approx. 2 lessons)	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	H1 how to make informed decisions about health  H6 about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	H6 about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	H6 about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
<b>Basic first aid</b> (with Clive)	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services, if necessary</li> </ul>	H44 how to respond and react in an emergency situation; how to identify situations that may require the emergency

(approx. 4 lessons)		services; know how to contact them and what to say
	<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	H43 about what is meant by first aid; basic techniques for dealing with common injuries
<b>Changing bodies (sex ed)</b>  (approx. 2 lessons)	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	<p>H30 to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31 about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32 about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34 about where to get more information, help and advice about growing and changing, especially about puberty</p>
	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	H30 to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

		H31 about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
<b>Drugs, alcohol and tobacco</b> (approx. 3 lessons)	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<p>H46 about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47 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</p> <p>H48 about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>
<b>LIVING IN THE WIDER WORLD</b>		
<b>Media literacy &amp; digital resilience</b> (approx. 2 lessons)	<ul style="list-style-type: none"> <li>know what digital resilience means and consider the emotional impact that going online can cause.</li> </ul>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>

	<ul style="list-style-type: none"> <li>• Know that different modes of social interaction online present both opportunities and risks</li> <li>• know coping strategies for online social interactions if they become stressful or problematic.</li> </ul>	<p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
<p><b>Economic Wellbeing: Aspirations, work and career</b></p> <p>(approx. 3 lessons)</p>	<ul style="list-style-type: none"> <li>• make important decisions that are relevant to their futures.</li> <li>• understand that by putting in time and effort into their learning will help shape the opportunities they will have through life.</li> <li>• recognise they can be influenced by personal backgrounds, families,</li> </ul>	<p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p>

	<p>knowledge about the world of work and environment.</p> <ul style="list-style-type: none"><li>• set goals, dreams and aspirations that challenge them.</li><li>• critically think about the relationships between their educational choices and future economic life.</li></ul>	<p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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