	PSHE Curriculum Overview		
Classes	**Autumn**	**Spring**	**Summer**
Nursery	Throughout the year the children will learn the nursery daily routines and rules for the indoor (Rainbow) and outdoor provision. They will speak with confidence to new adults and friends and develop their confidence during group and circle times. Children will make new friends and develop relationships with other people. They will share toys and resources and learn how to take turns. Children will learn how to express their feelings and interests and how to deal with our emotions appropriately. They will learn to understand others needs and feelings and learn to how to care for each other and animals. They will learn how to deal with changes in a positive way e.g. transition into Reception.		
	Relationships Safe relationships Respecting ourselves **Living in a Wider World** Belonging to a community **Health and Mental Well-being:** Hygiene routines **Health and Well-being:** Keeping safe: at nursery	**Relationships** Families **Living in a Wider World** Jobs in the community **Health and Well-being:** Keeping safe: at home Keeping healthy: exercise **Living in a Wider World** Media Literacy and Digital Resilience	**Relationships** Friendships Respecting others **Living in a Wider World** Jobs in the community **Health and Well-being:** Keeping healthy: food **Living in a Wider World** Media Literacy and Digital Resilience
Reception	**It's good to be me and this is where I belong.**	**Wild in Crewe**	**Let's move**	**Our wonderful wild world**	**Beautiful beasts**	**Fantastic football and super sports**

	Relationships Friendships Families **Living in a Wider World** Belonging to a community **Health and Mental Well-being:** Hygiene routines **Health and Well-being:** Keeping safe	**Relationships** Safe relationships Respecting ourselves and others **Living in a Wider World** Belonging to a community **Health and Well-being:** Hygiene routines Keeping healthy: food and exercise **Health and Well-being:** Mental Health, Growing and Changing	**Relationships** Respecting ourselves and others Safe relationships **Health and Well-being:** Hygiene routines Keeping healthy: food and exercise Keeping safe **Living in a Wider World** Media Literacy and Digital Resilience	**Living in a Wider World** Media Literacy and Digital Resilience **Health and Well-being:** Hygiene routines Keeping healthy: food and exercise **Health and Well-being:** Keeping safe	**Living in a Wider World** Money; Jobs in the community; Strengths **Health and Well-being:** Hygiene routines Keeping healthy: food and exercise	**Health and Well-being:** Mental Health, Growing and Changing **Living in a Wider World** Money; Jobs in the community; Strengths **Health and Well-being:** Hygiene routines Keeping healthy: exercise	**Relationships** Friendships Families **Living in a Wider World** Belonging to a community **Health and Mental Well-being:** Hygiene routines **Health and Well-being:** Keeping safe	**Relationships** Safe relationships Respecting ourselves and others **Living in a Wider World** Belonging to a community **Health and Well-being:** Hygiene routines Keeping healthy: food and exercise **Health and Well-being:** Mental Health, Growing and Changing	**Relationships** Respecting ourselves and others Safe relationships **Health and Well-being:** Hygiene routines Keeping healthy: food and exercise Keeping safe **Living in a Wider World** Media Literacy and Digital Resilience
Year 1	Roles of different people; families; feeling cared for.	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings;	How rules and age restrictions help us; keeping safe online

									managing when things go wrong
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working coop- eratively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different Environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

Year 5	Managing friend-ships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partner-ship and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

PSHE Long Term Plan and Progression of Skills and Knowledge

In Key Stage one and two, follow a thematic plan to allow the children to work on similar themes at the same time, building a spiral programme year on year. In the Early Years Unit, PSHE skills and knowledge are planned through Personal, Social and Emotional development, Physical Development and Understanding the World.

National Curriculum End of Primary School Relationship Education and Health Education.

The key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward

may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Early Years Foundation Stage Framework

Communication and Language

 The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

PSHE Theme	Threshold concepts	Early years Area of Learning	Knowledge, Skill and attributes (Children will know and be able to…)
Relationship	Relationship Identity	Communication and language Personal, Social and Emotional Development Understanding the world	Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Express a point of view and to debate when they disagree with an adult or a friend and continue it for many turns. Understand how to listen carefully and why listening is important. Use talk to help work out problems. Social phrases Develop friendships with other children. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children. Help to find solutions to conflicts and rivalries. Talk with others to solve conflicts. Build constructive and respectful relationships. Think about the perspectives of others. Make connections between the features of their family and other families Talk about members of their immediate family and community. Name and describe people who are familiar to them.
Health and Well-being	A healthy balanced lifestyle Identity	Communication and language Personal, Social and Emotional Development	Start to say how they are feeling, using words as well as actions. Find ways to calm themselves through being calmed and comforted by their key person. Show more confidence in new social situations. Develop appropriate ways of being assertive Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. See themselves as a valuable individual. 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 Manage their own needs.
Living in the Wider World	Diversity and equality Rights Career Power Identity Relationship	Personal, Social and Emotional Development Understanding the world	Develop their sense of responsibility and membership of a community Increasingly follow rules, understanding why they are important. Notice differences between people. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.

National Curriculum End of Primary School Relationship Education and Health Education.
Relationship Education **Families and People who care for me:** • 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.

Caring Friendships:
- 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.

Respectful relationships:
- 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:
- 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:
- 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.

Health Education
Mental Wellbeing:
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- 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.

Internet Safety and harms:
- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness:
- the characteristics and mental and physical benefits of an active lifestyle.

- 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.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating:
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).

Drugs, alcohol and tobacco:
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:
- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic First aid
- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Year 1				
Themes	**Threshold concept**	**Topic**	**Knowledge (Children will know…)**	**Skill and attributes (Children will be able to…)**
Relationship	Relationships Consent	Families and Friendships	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers	• Say who cares for them.

			• the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family	• Understand what a family is and why they are important. • Express how it feels to be part of a family and to care for family members. • Recognise ways in which their family may be different to others. • Tell someone — if they are worried about something in their family • Say why they appreciate a special relationship.
	Consent Relationship Identity	**Safe Relationships**	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission	• name personal/private body parts in a safe space confidently. • Identify forms of physical contact they prefer. • Say no when they receive a touch they don't like. • Understand what 'private' means. • Ask for permission to touch others. • Recognise when they or

				• someone else's body or feelings are hurt. • Show skills of friendship.
	Relationship	Respecting ourselves and others	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns	• Understand how to be a good friend. • Show skills of friendship. • Praise themselves and others. • Identify helpful behaviours to make a class a safe place. • Start to develop skills to show respect for people's differences. • Conventions of courtesy and manners.
Living in the Wider World	**Rights**	**Belonging to a community**	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling	• Follow rules in the class and at school • Understand that they have choices. • Recognise ways in which they are the same as their friends and ways they are different. • Recognise ways to look after others when they are sick; animals and other loving things. • Identify ways they can look after the environment.

	Safety **Responsibilities** **Relationships**	**Media** **Literacy and** **Digital** **resilience**	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online	• Show they can use the internet safely and give some reasons why it is beneficial.
	Power **Career**	**Money and** **work**	• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do	• Understand that they are special • Recognise things that they or another person does well. • Explain how they learn best • Celebrate other people's achievements. • Recognise those people who help them and others in the community.
Health and Wellbeing	**A healthy,** **balanced** **lifestyle.** **Resilience** **Responsibility** **Risk**	**Physical** **health and** **Mental** **wellbeing**	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun	• maintain a healthy body • maintain their personal hygiene. • Develop and maintain a healthy self-concept. Feel good about themselves when they make healthy choices. • Recognise how being healthy helps them to feel happy. • Identify links between values and beliefs, decisions and actions. • Make decisions • Keep themselves safe

				• Recognise ways to look after themselves if they feel poorly start of self-organisation. • Start of identification, assessment (including prediction) and management of positive and negative risk to self and others. • Strategies for identifying and accessing appropriate help and support.
	Identity **Resilience** **Change** **Resilience**	**Growing and changing**	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave	• Realise that they are special. • Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting). • Recognise ways in which they are the same as their friends and ways they are different. • Celebrate their strengths and set simple challenging goals. • Developing and maintaining a healthy self-concept. • Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses). • Strategies for identifying and accessing appropriate help and support.

	Risk Power	Keeping safe	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared	• Identify helpful behaviours to make the class a safe place. • Show they have the skills to keep safe online. • Understand that people behave differently online and some people pretend to be someone they're not. • Know how to tell someone that something is making them unhappy.
			Year 2	
Themes	**Threshold Concept**	**Topic**	**Knowledge (Children will know…)**	**Skill and attributes (Children will be able to…)**
Relationship	**Relationships Diversity and Equality**	**Families and Friendships**	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	• Recognise different ways in which they are the same as their friends and ways they are different. • Identify emotions associated with making a new friend. • Understand what qualities make a good friend. • Show skills of friendship. • Recognise when they feel frightened and know how to ask for help.
	Relationship Power	**Safe Relationships**	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful	• Identify what is bullying and what isn't

	Responsibilities Safety		behaviour, including online	• Understand how being bullied might feel
			• about what bullying is and different types of bullying	• Know to ways to help a person who is being bullied.
			• how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help	• Develop working collaboratively.
			• how to resist pressure to do something that feels uncomfortable or unsafe	• Express and verbalise how they feel when they are comfortable or uncomfortable and be able to ask for help
			• how to ask for help if they feel unsafe or worried and what vocabulary to use	• Build a support network of people who can help them.
	Relationship Identity	Respecting ourselves and others	• about the things they have in common with their friends, classmates, and other people	• Recognise different ways in which they are the same as their friends and ways they are different.
			• how friends can have both similarities and differences	• Respect others and celebrate our differences.
			• how to play and work cooperatively in different groups and situations	• Recognise their own feelings when they are faced with an obstacle.
			• how to share their ideas and listen to others, take part in discussions, and give reasons for their views	• Praise themselves and others.
				• Identify what it's like to feel proud of an achievement.
				• Develop working collaboratively skills.

					• Show courtesy and manners.
Living in the Wider World	**Relationship Identity Diversity and Equality**	**Belonging to a community**	• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and • different to others in their community		• Recognise that they are part of different groups. • Contribute to the life of the classroom and school. • Help construct and agree to follow group and class rules. • Express how it feels to be part of these groups in school and in the community. • Recognise the rights they and others have in school and start to recognize this in the community. • Start to show respect for others' right to their own beliefs, values and opinions. • Recognise that they are all equal
	Risk and safety	**Media Literacy and Digital resilience**	• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news,		• Recognise and use the different ways to access the internet. • Understand why we have the internet. • Understand the benefits

			games, videos • that information online might not always be true	and disadvantages of the internet. • Build a support network of people who can help them.
	Power **Career**	**Money and work**	• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants	• Recognise the different ways of payment. • Understand how money is saved. • Recognise how we get money and how it is spent through choices.
Health and Wellbeing	**A healthy, balanced lifestyle** **Risk** **Resilience**	**Physical health and Mental wellbeing**	• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement	• make healthy choices. • Feel good about themselves when they make healthy choices. • Recognise how being healthy helps them to feel happy. • Understand that medicines help people stay healthy. • Keep themselves safe • Recognise ways to look after themselves if they feel poorly. • Recognise when they feel frightened and know how to ask for help. • Know how to manage feeling when there are changes or loss.

			• when and how to ask for help, and how to help others, with their feelings	• Build a support network of people who can help them.
	Change Identity	**Growing and changing**	• about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year	• Understand and accept that change is a natural part of getting older. • Identify some things that have changed and somethings that have stayed the same since being a baby (including the body). • Suggest ways to manage change. • Set goals.
	Risk and Safety	**Keeping safe**	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • 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 • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • 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 • how to respond if there is an accident and someone is hurt • 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.	• Recognise risk in everyday situations. • Strategies to keep themselves safe. • Recognise potential unsafe situations, who is responsible for keeping them safe, and the steps that they can take to avoid or remove themselves from danger. • Respond appropriately if there is an accident • Show they know 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.
			Year 3	

Themes	Threshold concept	Topic	Knowledge (Children will know…)	Skill and attributes (Children will be able to…)
Relationship	Relationships Consent	Families and Friendships	• 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 • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	• understand that there are many different types of family and that at Wistastson we value all types of families equally. • Show appreciation for their families, parents and carers. • make other people feel valued. • Develop compassion and empathy for others. • Identify the responsibilities they have within their family. • Recognise and respect that there are different types of family. • Recognise feelings of happiness etc in others. • Show they know who to tell if a family relationship is making them unhappy or unsafe.
	Relationships Consent Power	Safe Relationships	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including	• Understand what is appropriate to share with others including

			online	online.
			• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision	• Understand about what privacy and personal boundaries are.
			• that bullying and hurtful behaviour is unacceptable in any situation	• Show basic strategies to help keep themselves online.
			• about the effects and consequences of bullying for the people involved	• Understand similarities between face to face bullying and cyber bullying.
			• about bullying online, and the similarities and differences to face-to-face bullying	
			• what to do and whom to tell if they see or experience bullying or hurtful behaviour	• What to and whom to tell if they experience bullying.
				• Understand what the CEOP reporting symbol is.
	Relationship Identity Resilience Equality	**Respecting ourselves and others**	• to recognise respectful behaviours e.g. helping or including others, being responsible	• Understand what is respectful behaviour.
			• how to model respectful behaviour in different situations e.g. at home, at school, online	• Recognise self-worth
				• Identify personal strengths.
			• the importance of self-respect and their right to be treated respectfully by others	• Develop positive sense of self.
			• what it means to treat others, and be treated, politely	• Make other people feel valued.
			• the ways in which people show respect and courtesy in different cultures and in wider society	• Further build compassion and empathy towards others.
				• Empathise with people from other countries and

					how others show respect and courtesy. • Courtesy and manners
Living in the Wider World	**Power Rights**	**Belonging to a community**	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn		• Know the reason for rules and laws. • Know what happens if laws are broken. • Know what human rights are and how it protects people. • Identify basic examples of human rights including rights of children. • Know their rights and responsibilities.
		Media Literacy and Digital resilience	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images • or content that worry them, unkind or inappropriate communication		• Understand how the internet can be used positively. • Recognise that images and information online can be altered and adapted and the reasons why this happens. • Show strategies to recognise whether something they see online is true or accurate. • Evaluate whether a game or website is suitable or appropriate

				for their age-group.
				• Understand how to make safe, reliable choices from search results.
				• Access help if they are concerned about anything on the internet.
				• Understand what the CEOP reporting symbol is.
	Power Career	**Money and work**	• about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby	• Understand about jobs that people have from different sectors. • Understand how people can have more than one job at once or over their lifetime. • Identify myths and gender stereotypes when comes to jobs and roles. • Challenge stereotypes through examples of roles in different fields of work. • Recognise some of the skills needed to do a job. • Recognise their interests, skills and achievements and how they might link to a future job.

				• Set goals
Health and Wellbeing	**A healthy, balanced lifestyle Resilience**	**Physical health and Mental wellbeing**	• about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful	• Recognise what it feels like to make a healthy choice. • Take responsibility for keeping themselves and others safe. • Respect their own bodies and appreciate what they do. • Understand about habits and that sometimes they can be maintained, changed or stopped. • Understand what is meant by a healthy, balanced diet. • Express how being anxious or scared feels. • Understand about the things that affect feelings both positively and negatively. • Strategies to identify and talk about their feelings. • Recognise how feelings can change overtime.
	Change Identity Resilience	**Growing and changing**	• that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school	• Recognise that everyone is an individual and has unique and valuable contribution to make • Recognise how strengths and interests form part of a person's identity.

Themes	Threshold Concept	Topic	Knowledge (Children will know…)	Skill and attributes (Children will be able to…)
			work difficult, friendship issues, 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	• Identify their own personal strengths and interests and what they're proud of. • Recognise common challenges to self-worth. • Understand basic strategies to manage and reframe setbacks.
	Risk and Safety	Keeping safe	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, • including road, rail, water and firework safety	• Identify typical hazards at home and in school • Understand how to predict, assess and manage risk in everyday situations. • Understand about fire safety at home. • Understand the importance of following safety rules from adults. • Help keep themselves safe in the local environment or unfamiliar places.
			Year 4	
Themes	**Threshold Concept**	**Topic**	**Knowledge (Children will know…)**	**Skill and attributes (Children will be able to…)**
Relationship	Relationships	Families and Friendships	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with	• Recognise the features of positive healthy friendships. • Understand the strategies to build positive friendships. • Identify the feelings associated with being included and excluded and how to seek

			someone they don't know	support.
			• what to do or whom to tell if they are worried about any contact online.	• Develop empathy towards friends and their feelings. • Understand what the CEOP reporting symbol is.
	Relationships Safety	**Safe Relationships**	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	• Show they know the difference between playful teasing, hurtful behaviour and bullying. • Understand how to respond if they witness or experience hurtful behaviour or bullying. • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. • Understand how to manage pressures associated with dares. • Show they know when it is right to keep or break confidence or share a secret. • Recognise risks online • Understand how people may behave differently

				online including pretending to be someone they are not. • Understand how to report concerns and seek help if worried or uncomfortable about someone's behaviour.
	Relationships Diversity and Equality	**Respecting ourselves and others**	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone	• Make others feel cared, values, included and welcomed. • Recognise how different people and groups they interact with impact on them. • Recognise the differences and similarities between people • Show empathy for people whose lives are different to their own. • Develop respect for cultures different from their own. • Understand that families can be diverse.
Living in the Wider World	**Diversity and Equality Relationships**	**Belonging to a community**	• the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a	• Understand why the school community benefits from working together with an

			community	agreement.
			• about the individuals and groups that help the local community, including through volunteering and work	• Identify what communities they belong to and what they contribute to these.
			• how to show compassion towards others in need and the shared responsibilities of caring for them	• Appreciate the contributions made by people in different jobs.
				• Understand what volunteering means.
				• Develop compassion further.
	Risk and Safety Power	**Media Literacy and Digital resilience**	• that everything shared online has a digital footprint	• Understand what is a digital footprint.
			• that organisations can use personal information to encourage people to buy things	• Understand how organisations use information to advertise to people.
			• to recognise what online adverts look like	
			• to compare content shared for factual purposes and for advertising	• Understand the reason why people buy items online.
			• why people might choose to buy or not buy something online e.g. from seeing an advert	• Understand how results are ordered.
			• that search results are ordered based on the popularity of the website and that this	• Identify images and information that has been altered or adapted.
			• can affect what information people access how the internet can be used positively for leisure, for school and for work	
			• to recognise that images and information online can be altered or adapted and the reasons for why this happens	• Identify whether something online is true or accurate.
			• strategies to recognise whether something they see online is true or accurate	• Evaluate appropriateness of
			• to evaluate whether a game is suitable to play or a website is appropriate for their age-group	

			• to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	games. • Report online inappropriate communication or images.
	Power **Career**	**Money and work**	• how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	• Understand what a budget is. • Show and explain how they could track money being spent. • Explain different payment methods.
Health and Wellbeing	**A healthy, balanced lifestyle**	**Physical health and Mental wellbeing**	• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	• Recognise the feelings of being motivated • Have strategies to regulate their emotions • Identify what resilience is. • Have a positive attitude. • Understand what illnesses can be treated quickly. • Maintain oral hygiene
	Change Identity	**Growing and changing**	• how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • strategies to manage the changes during puberty including menstruation	• Express any concerns they have about puberty. • Feel good about my body and understand more about keeping clean and not spreading germs.

Themes	Threshold Concept	Topic	Knowledge (Children will know…)	Skill and attributes (Children will be able to…)
			• the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	• Say who they can talk to about puberty if they are worried. • Reflect on changes that happen in life and identify the feelings associated with change.
	Risk and safety A healthy, balanced lifestyle	Keeping safe	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice	• Understand what medicines can be taken and how to safely. • Identify common drugs. • Understand some of the effects and risks of drugs.
Year 5				
Themes	**Threshold Concept**	**Topic**	**Knowledge (Children will know…)**	**Skill and attributes (Children will be able to…)**
Relationship	Relationships Identity	Families and Friendships	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations,	• Identify the feelings that they have about their friends and different friendship groups. • Identify which people they most want to be

			including online	friends with.
			• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication	• Identify the feelings associated with being included or excluded.
			• that it is common for friendships to experience challenges	• Make others feel valued and included.
			• strategies to positively resolve disputes and reconcile differences in friendships	• Help friends make positive choices.
			• that friendships can change over time and the benefits of having new and different types of friends	• Inner strength and know how to be assertive.
			• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable	• Work collaboratively towards shared goals.
			• when and how to seek support in relation to friendships	• Solve disputes and conflict through negotiation and appropriate compromise.
	Relationship Consent	**Safe Relationships**	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations	• Respect their own bodies and know what touch is appropriate.
			• how to ask for, give and not give permission for physical contact	• Give and not give permission for physical contact.
			• how it feels in a person's mind and body when they are uncomfortable	
			• that it is never someone's fault if they have experienced unacceptable contact	• Understand it is not someone's fault if they experience unacceptable contact.
			• how to respond to unwanted or unacceptable physical contact	
			• 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	• Understand that no one should ask them to keep a secret.
			• whom to tell if they are concerned about unwanted physical contact	• Identify who is their

					trusted adult.
	Relationship Diversity and Equality	**Respecting ourselves and others**	• to recognise that everyone should be treated equally • 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 • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online		• Develop respect for others and their cultures. • Understand what discrimination means • Identify what is online bullying • Support children who are bullied. • Understand how to safely challenge discrimination. • Courtesy and manners.
Living in the Wider World	**Relationship Rights and responsibilities Power Career**	**Belonging to a community**	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment		• Understand why and how we can protect the environment through their actions. • Show compassion to others, living thing and the environment. • Understand how money is spent. • Express their own opinion.
	Risk and safety	**Media Literacy and Digital resilience**	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased		• Identify the different types of media. • Use technology responsibly including safe keeping and safe

			• that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information	user habits. • Understand the stereotypes that are promoted through online content. • Recognise which search engine is more reliable than others. • Recognise how devices store and share information. • Understand what the CEOP reporting symbol is.
	Power **Career**	**Money and work**	• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training	• Verbalise what they would like their life to be like when they are older. • Appreciate the contributions made by people in different jobs. • Appreciate the opportunities learning and education can give them.
Health and Wellbeing	**A healthy, balanced lifestyle** **Risk and safety**	**Physical health and Mental wellbeing**	• how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health	• Understand how sleep helps build a healthy lifestyle. • Understand how the outdoors has a positive

			• how to manage risk in relation to sun exposure, including skin damage and heatstroke	benefit on their mental health.
			• how medicines can contribute to health and how allergies can be managed	• Recognise how medicines can contribute to health and how allergies can be managed.
			• that some diseases can be prevented by vaccinations and immunisations	• Understand that diseases can be prevented.
			• that bacteria and viruses can affect health	
			• how they can prevent the spread of bacteria and viruses with everyday hygiene routines	• Understand how they can prevent the spread of bacteria.
			• to recognise the shared responsibility of keeping a clean environment	
	Change Identity Equality and Diversity	**Growing and changing**	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes	• Identify their own culture and different cultures within their class.
			• that for some people their gender identity does not correspond with their biological sex	• Understand how some people's gender identity does not match their biological sex.
			• how to recognise, respect and express their individuality and personal qualities	• Express their individuality by knowing their strengths.
			• ways to boost their mood and improve emotional wellbeing	• Understand and be able to show ways to boost their mood.
			• about the link between participating in interests, hobbies and community groups and mental wellbeing	
	Risk and safety Consent	**Keeping safe**	• to identify when situations are becoming risky, unsafe or an emergency	• Recognise what is unsafe. • Recognise what is a positive risk
			• to identify occasions where they can help take responsibility for their own safety	• Basic first aid techniques. • Know how to respond in an emergency.
			• to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour	• Know about FGM and how it is against British law.
			• how to deal with common injuries using basic first aid techniques	

			how to respond in an emergency, including when and how to contact different emergency services	Identify who is their trusted adult.
			<mark>that female genital mutilation (FGM) is against British law</mark>	
			<mark>what to do and whom to tell if they think they or someone they know might be at risk of FGM</mark>	

Year 6				
Themes	**Threshold Concept**	**Topic**	**Knowledge (Children will know…)**	**Skill and attributes (Children will be able to…)**
Relationship	Relationship Identity Diversity and Equality Rights	Families and Friendships	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried	• Understand different kinds of loving relationships. • Understand the difference between gender identity and sexual orientation. • Recognise the qualities of healthy relationships. • Recognise how people show their love and commitment. • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to. • Understand what marriage and civil partnership.

				• Understand how people have the right to choose whom they marry. • Recognise how to report forced marriages.
	Relationships Safety Consent	**Safe Relationships**	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations	• Compare healthy and unhealthy friendship. • Understand how to respond to pressure from others. • Identify the risks of different online challenges and dares • Assertiveness in a pressurised situation. • Report things that make them uncomfortable. • Understand what consent means and how they give/not give.
	Relationship Diversity and equality Risk and safety	**Respecting ourselves and others**	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements	• A positive role model • Show respect to others • Challenge others points of view constructively.
Living in the Wider World	**Diversity and Equality Power**	**Belonging to a community**	• what prejudice means • to differentiate between prejudice and discrimination	• Understand prejudice • Understand discrimination

			• how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this	• Understand more about discrimination and the groups covered by the equality act. • Understand strategies to respond to and challenge discrimination. • Recognise stereotypes and challenge them. • Understand that discrimination and prejudice is unacceptable.
	Risk and safety Diversity and Equality	**Media Literacy and Digital resilience**	• about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online	• Show they know the benefits of safe internet. • Recognise when images have been manipulated, altered or faked. • Reasons why people choose to communicate through social media. • Understand reasons why there are media restrictions. • Recognise that online content can affect people's emotions. • Understand about the rules and laws about sharing online. • Report

			• how to report inappropriate online content or contact	• inappropriateness. • Develop understanding of the risk of sharing images of themselves and their bodies online.
	Power **Career**	**Money and work**	• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks	• Understand the role that money has in their lives. • Understand how companies encourage customers to buy things online and how this can affect people's emotions and well-being. • Understand what is debt, fraud and gambling. • Understand how money can be gained or lost resulting in financial risk. • Understand how to get help.
Health and Wellbeing	**A healthy, balanced lifestyle** **Resilience** **Power** **Responsibilities**	**Physical health and Mental wellbeing**	• that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they	• Care for their own physical and emotional health • Recognise that people have different attitudes towards mental health.illness • Recognise that people can get problems with their mental health and that it is nthing to be ashamed of. • Help themselves and others when worried about mental health problem.

			sometimes need to be overcome	• Recognise when they are feeling grief and have strategies to manage them
			• to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available	
			• identify where they and others can ask for help and support with mental wellbeing in and outside school	• Trust an adult to report anything that they consider worrying.
			• the importance of asking for support from a trusted adult	
			• about the changes that may occur in life including death, and how these can cause conflicting feelings	• Recognise ways they can develop their own self-esteem.
			• that changes can mean people experience feelings of loss or grief	
			• about the process of grieving and how grief can be expressed	
			• about strategies that can help someone cope with the feelings associated with change or loss	
			• to identify how to ask for help and support with loss, grief or other aspects of change	
			• how balancing time online with other activities helps to maintain their health and wellbeing	
			• strategies to manage time spent online and foster positive habits e.g. switching phone off at night	
			• what to do and whom to tell if they are frightened or worried about something they have seen online	
	Change Relationships Identity	**Growing and changing**	• to recognize some of the changes as they grow up e.g. increasing independence	• Express how they feel about the changes that will happen to them during puberty.
			• about what being more independent might be like, including how it may feel	• Recognise how they feel when they reflect on the development and birth of a baby.
			• about the transition to secondary school and how this may affect their feelings	• Celebrate what they like about their own and others' self-image and body image.
			• about how relationships may change as they grow up or move to secondary school	

			• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles • into the lining of the womb • that pregnancy can be prevented with contraception[2] • about the responsibilities of being a parent or carer and how having a baby changes someone's life	• Use strategies to prepare themselves emotionally for the transition to secondary school.
	Risk and safety **Responsibilities**	**Keeping safe**	• how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • 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 • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people	• Show they are able to protect their information online. • Resist pressure to do something online that might hurt themselves or others. • Recognise they have an online reputation that is there forever. • Report inappropriateness. • Understand the age rating system. • Find ways to be happy and cope with life's situations without using drugs.

			make safe decisions about what to watch, use or play	
			• about the risks and effects of different drugs	
			• about the laws relating to drugs common to everyday life and illegal drugs	
			• to recognise why people choose to use or not use drugs, including nicotine, alcohol	
			• and medicines as well as illegal drugs	
			• about the organisations where people can get help and support concerning drug use	
			• how to ask for help if they have concerns about drug use	
			• about mixed messages in the media relating to drug use and how they might influence opinions and decisions	

Nursery		
Children will learn		

Reception					
•	•			•	
•				•	.