Health and well being

End point(s)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2.To know about what keeping healthy means; different ways to keep healthy and the impact of the choices make.	To know how physical activity helps us to stay healthy; and about foods that support good health and the risks of eating too much sugar. To know different ways to be physically active everyday. To understand why sleep is important and different ways to rest and relax. To understand that simple hygiene routines that can stop germs from spreading.	To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. To know how to keep safe in the sun and protect skin from sun damage To know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. To know about the people who help us to stay physically healthy about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.	To know how to make informed decisions about health. To know about the elements of a balanced, healthy lifestyle To know about choices that support a healthy lifestyle, and recognise what might influence these. To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.	To know about what good physical health means; how to recognise early signs of physical illness. To know 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. To know 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.	To know 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 To know 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 To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.	To know 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) To know 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. To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.
1. **To demonstrate an understanding of emotional literacy; using a varied vocabulary when talking about their feelings and demonstrate improved resilience**	To recognise and name different feelings. To know how feelings can affect people's bodies and how they behave. How to recognise what others might be feeling.	To know about ways of sharing feelings, a range of words to describe feelings. To understand the 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. To recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it.	To build a varied vocabulary to use when talking about feelings; about how to express feelings in different ways To begin to understand about change and loss, to identify feelings associated with this; to recognise how to make people feel better.	To know 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. To understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.	To recognise that feelings can change over time and range in intensity To know about everyday things that affect feelings and the importance of expressing feelings	To have a bank of strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
To develop improved self-esteem and resilience to manage difficult situations.	To recognise what makes them special To recognise the ways in which we are all unique	To know how to manage when they are finding things difficult To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	To recognise their individuality and personal qualities To identify personal strengths, skills, achievements and interests	To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby

	To identify what they are good at, what they like and dislike	To know about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	To know that for some people gender identity does not correspond with their biological sex	and how these contribute to a sense of self-worth To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	To be aware of 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) To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	being made); how babies need to be cared for[1] To know about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring To have a number of strategies to manage transitions between classes and key stages
To understand how to keep themselves safe; recognise situations that may put them at risk and who they can ask for help	To know about rules and age restrictions that keep us safe To know how to recognise risk in simple everyday situations and what action to take to minimise harm To know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) To know that household products (including medicines) can be harmful if not used correctly	To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely To know about the people whose job it is to help keep us safe To know about what to do if there is an accident and someone is hurt To know how to get help in an emergency (how to dial 999 and what to say)	To know 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 To know how to predict, assess and manage risk in different situations	To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully	To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about To know about what is meant by first aid; basic techniques for dealing with common injuries[2]	To know 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 To know 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[3]

Relationships

End point(s)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. To develop and maintain healthy relationships to promote a sense of belonging.	To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers. To understand the role these different people play in children's lives and how they care for them. To understand what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. To have strategies for positive play with friends, e.g. joining in, including others, etc.	To know how to be a good friend, e.g. kindness, listening, honesty. To know about different ways that people meet and make friends. To know about what causes arguments between friends. To know how to positively resolve arguments between friends. To recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. .	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. To understand that being part of a family provides support, stability and love. To know about the positive aspects of being part of a family, such as spending time together and caring for each other. To identify if/when something in a family might make someone upset or worried. To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe.	To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests. To know strategies to build positive friendships. To know how to seek support with relationships if they feel lonely or excluded. To have strategies to help someone feel included. To know that it is common for friendships to experience challenges. To have strategies to positively resolve disputes and reconcile differences in friendships. To know that friendships can change over time and the benefits of having new and different types of friends.	To know what makes a healthy friendship and how they make people feel included. To know about peer influence and how it can make people feel or behave. To understand the impact of the need for peer approval in different situations. To have strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable. To know when and how to seek support in relation to friendships. To know about the qualities of healthy relationships that help individuals flourish. To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart.	To know what it means to be attracted to someone and different kinds of loving relationships. To know that people who love each other can be of any gender, ethnicity or faith. To know the difference between gender identity and sexual orientation and everyone's right to be loved. To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. To know that people have the right to choose whom they marry or whether to get married. To know that to force anyone into marriage is illegal. To know how and where to report forced marriage or ask for help if they are worried.
2. Recognise when relationships are having a negative effect on them and understand how to change them or move away safely.	To know about the importance of telling someone — and how to tell them — if they are worried about something in their family. To know about situations when someone's body or feelings might be hurt and whom to go to for help. To know 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	To know how to recognise hurtful behaviour. To know what to do and whom to tell if they see or experience hurtful behaviour. To know about what bullying is and different types of bullying. To know how someone may feel if they are being bullied. To know about the difference between happy surprises and secrets that make them feel	What is appropriate to share with friends, classmates, family and wider social groups including online. To know about what privacy and personal boundaries are, including online. To know that bullying and hurtful behaviour is unacceptable in any situation. To know about the effects and consequences of bullying for the people involved.	To differentiate between playful teasing, hurtful behaviour and bullying. To know how to respond if they witness or experience hurtful behaviour or bullying. To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. To know how to manage pressures associated with dares.	To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. To know how to ask for, give and not give permission for physical contact. To know how it feels in a person's mind and body when they are uncomfortable. To know that it is never someone's fault if they have experienced unacceptable contact.	To compare the features of a healthy and unhealthy friendship. To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. To have strategies to respond to pressure from friends. To know how to recognise and respond to pressure from others to do something unsafe or that

	(e.g. hugs, tickling, kisses and punches). TO know how to respond if being touched makes them feel uncomfortable or unsafe.	uncomfortable or worried, and how to get help. To know how to resist pressure to do something that feels uncomfortable or unsafe. To know how to ask for help if they feel unsafe or worried and what vocabulary to use.	To know what to do and whom to tell if they see or experience bullying or hurtful behaviour.	To know when it is right to keep or break a confidence or share a secret. To know how to recognise risks online such as harmful content or contact. To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour.	To know how to respond to unwanted or unacceptable physical contact. To know 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. To know whom to tell if they are concerned about unwanted physical contact.	makes them feel worried or uncomfortable To know how to get advice and report concerns about personal safety. To know what consent means and how to seek and give/not give permission in different situations.
3. To use appropriate responses in a range of situations so that their personal behaviour does not affect other people in a negative way.	To know when it is important to ask for permission to touch others. To know how to ask for and give/not give permission. To know what kind and unkind behaviour means in and out school. To know how kind and unkind behaviour can make people feel. To know about what respect means. To know about class rules, being polite to others, sharing and taking turns.	To know about the things they have in common with their friends, classmates, and other people. To know how friends can have both similarities and differences. To know how to play and work cooperatively in different groups and situations. To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views.	To recognise respectful behaviours e.g. helping or including others, being responsible. To know how to model respectful behaviour in different situations e.g. at home, at school, online. To know the importance of self-respect and their right to be treated respectfully by others. To know what it means to treat others, and be treated, politely. To know the ways in which people show respect and courtesy in different cultures and in wider society.	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. To know about the importance of respecting the differences and similarities between people. To have a vocabulary to sensitively discuss difference and include everyone.	To recognise that everyone should be treated equally. To know 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. To know how to discuss issues respectfully.	To know about the link between values and behaviour and how to be a positive role model. To know how to listen to and respect other points of view. To know how to constructively challenge points of view they disagree with. To know ways to participate effectively in discussions online and manage conflict or disagreements.

Living in the wider world

End point(s)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. To understand their place in the community and the influences that has on them. That they can have a positive or negative impact on the world around them.	To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside To know how they can look after the environment, e.g. recycling.	To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. To know about different rights and responsibilities that they have in school and the wider community. To know about how a community can help people from different groups to feel included.	To know 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. To know about how they have rights and also responsibilities. To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.	To know the meaning and benefits of living in a community. To recognise that they belong to different communities as well as the school community. To know about the different groups that make up and contribute to a community. To know about the individuals and groups that help the local community, including through volunteering and work.	To know about how resources are allocated and the effect this has on individuals, communities and the environment. To know the importance of protecting the environment and how everyday actions can either support or damage it.	To know how to show compassion for the environment, animals and other living things. To know about the way that money is spent and how it affects the environment. To express their own opinions about their responsibility towards the environment.
2. To understand the importance and influence of money. To have job aspirations and understand the implications of career choices.	To know that everyone has different strengths, in and out of school. To know about how different strengths and interests are needed to do different jobs. To know about people whose job it is to help us in the community. To know about different jobs and the work people do.	To know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments. To know how money can be kept and looked after. To know about getting, keeping and spending money. To know that people are paid money for the job they do To know how to recognise the difference between needs and wants. To know how people make choices about spending money, including thinking about needs and wants.	To know about jobs that people may have from different sectors e.g. teachers, business people, charity work. To know that people can have more than one job at once or over their lifetime. To know 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. To know how to set goals that they would like to achieve this year e.g. learn a new hobby.	To know how people make different spending decisions based on their budget, values and needs. To know how to keep track of money and why it is important to know how much is being spent. To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them. To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics.	To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money. To know about value for money and how to judge if something is value for money. To know how companies encourage customers to buy things and why it is important to be a critical consumer.	To know how having or not having money can impact on a person's emotions, health and wellbeing. To know about common risks associated with money, including debt, fraud and gambling. To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk. To know how to get help if they are concerned about gambling or other financial risks.
To have compassion towards others, valuing diversity while challenging discrimination, prejudice and stereotypes.	To know that different people have different needs. To know how we care for people, animals and other living things in different ways.	To recognise that they are all equal, and ways in which they are the same and different to others in their community.	To know what human rights are and how they protect people. To identify basic examples of human rights including the rights of children. To know 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.	To know how to show compassion towards others in need and the shared responsibilities of caring for them. To know what prejudice means. To differentiate between prejudice and discrimination.	To know what prejudice means. To differentiate between prejudice and discrimination.	To know how to recognise acts of discrimination. To use strategies to safely respond to and challenge discrimination. To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. To know how stereotypes are perpetuated and how to challenge this.

Reception

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Relationships		**Health and well being**		**Living in the wider world**	
Self-confidence and self-awareness Making Relationships Healthy Relationships		Health and Self care Emotional Health Changing how we look		Self-confidence and self-awareness Understand the world, people and communities Economic awareness	
End points		**End points**		**End points**	
Relevant end points covered Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		**Relevant end points covered** Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		**Relevant end points covered** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
Broken down knowledge covered Children are confident they try new activities, and say why they like some activities more than they like others. They are confident they speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. They understand that families are important for children growing up because they can give love, security and stability. Children play cooperatively, taking turns with others. They take account of one another's ideas about how they organise their activity. They know that bullying happens several times on purpose (STOP). They show sensitivity they others' needs and feelings, and form positive relationships with adults and other children They know that to be a kind friend we have to be kind, listen to one another and remember our own personal space. They understand that sometimes people can look different, like different things, live in different homes or have different families and that is what makes our world special.		**Broken down knowledge covered** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways they keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going they the toilet independently. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour they different situations, and take changes of routine in their stride.		**Broken down knowledge covered** Children are confident they try new activities, and say why they like some activities more than others. They are confident they speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive they this. They know about similarities and differences between themselves and others, and among families, communities They recognise notes and coins	
Key vocabulary Vocabulary of the previous year plus; kindness fairness relationship feelings sharing name-calling		**Key vocabulary** Vocabulary of the previous year plus; physical behaviour safety gender characteristics dislike respect private parts	new-born baby toddler child teenager adult comfortable uncomfortable rules	**Key vocabulary** Vocabulary of the previous year plus; right/wrong fair/unfair rules borrowing making choices jobs fact/opinion same/different	

Year 1

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Health and well being		**Relationships**		**Living in the wider world**	
Healthy Lifestyle Mental Health Ourselves, growing and changing Keeping safe		Families and close positive relationships Friendships Safe relationships		Communities Economic well being – money/aspirations Shared responsibilities	
End points		**End points**		**End points**	
Relevant end points covered **To know about what keeping healthy means; different ways to keep healthy and the impact of the choices make.** **To demonstrate an understanding of emotional literacy; using a varied vocabulary when talking about their feelings and demonstrate improved resilience** **To develop improved self-esteem and resilience to manage difficult situations.** **To recognise situations that may put them at risk and who they can ask for help**		**Relevant end points covered** To develop and maintain healthy relationships to promote a sense of belonging. Recognise when relationships are having a negative effect on them and understand how to change them or move away safely. To use appropriate responses in a range of situations so that their personal behaviour does not affect other people in a negative way.		**Relevant end points covered** To understand their place in the community and the influences that has on them. That they can have a positive or negative impact on the world around them. To understand the importance and influence of money. To have job aspirations and understand the implications of career choices. To have compassion towards others, valuing diversity while challenging discrimination, prejudice and stereotypes.	
Broken down knowledge covered about how physical activity helps us to stay healthy; and about foods that support good health and the risks of eating too much sugar ways to be physically active everyday about why sleep is important and different ways to rest and relax simple hygiene routines that can stop germs from spreading To recognise and name different feelings (D) To know how feelings can affect people's bodies and how they behave How to recognise what others might be feeling to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly		**Broken down knowledge covered** To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers. To understand the role these different people play in children's lives and how they care for them. To understand what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. To have strategies for positive play with friends, e.g. joining in, including others, etc. To know about the importance of telling someone — and how to tell them — if they are worried about something in their family. To know about situations when someone's body or feelings might be hurt and whom to go to for help. To know 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). TO know how to respond if being touched makes them feel uncomfortable or unsafe. To know when it is important to ask for permission to touch others. To know how to ask for and give/not give permission. To know what kind and unkind behaviour means in and out school. To know how kind and unkind behaviour can make people feel. To know about what respect means. To know about class rules, being polite to others, sharing and taking turns.		**Broken down knowledge covered** To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside To know how they can look after the environment, e.g. recycling. To know that everyone has different strengths, in and out of school. To know about how different strengths and interests are needed to do different jobs. To know about people whose job it is to help us in the community. To know about different jobs and the work people do. To know that different people have different needs. To know how we care for people, animals and other living things in different ways.	
Key vocabulary Vocabulary of the previous year plus; physical behaviour safety gender characteristics dislike respect private parts	new-born baby toddler child teenager adult comfortable uncomfortable rules	**Key vocabulary** Vocabulary of the previous year plus; kindness fairness relationship feelings sharing name-calling		**Key vocabulary** Vocabulary of the previous year plus; right/wrong fair/unfair rules borrowing making choices jobs fact/opinion same/different	

Year 2

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Health and well being		**Relationships**		**Living in the wider world**	
Healthy Lifestyle Mental Health Ourselves, growing and changing Keeping safe		Families and close positive relationships Friendships Safe relationships		Communities Economic well being – money/aspirations Shared responsibilities	
End points		**End points**		**End points**	
Relevant end points covered **To know about what keeping healthy means; different ways to keep healthy and the impact of the choices make.** **To demonstrate an understanding of emotional literacy; using a varied vocabulary when talking about their feelings and demonstrate improved resilience** **To develop improved self esteem and resilience to manage difficult situations.** **To recognise situations that may put them at risk and who they can ask for help**		**Relevant end points covered** To develop and maintain healthy relationships to promote a sense of belonging. Recognise when relationships are having a negative effect on them and understand how to change them or move away safely. To use appropriate responses in a range of situations so that their personal behaviour does not affect other people in a negative way.		**Relevant end points covered** To understand their place in the community and the influences that has on them. That they can have a positive or negative impact on the world around them. To understand the importance and influence of money. To have job aspirations and understand the implications of career choices. To have compassion towards others, valuing diversity while challenging discrimination, prejudice and stereotypes.	
Broken down knowledge covered that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health About ways of sharing feelings, a range of words to describe feelings (D) To understand the 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 (P) 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) how to manage when they are finding things difficult to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely about the people whose job it is to help keep us safe about what to do if there is an accident and someone is hurt how to get help in an emergency (how to dial 999 and what to say)		**Broken down knowledge covered** To know how to be a good friend, e.g. kindness, listening, honesty. To know about different ways that people meet and make friends. To know about what causes arguments between friends. To know how to positively resolve arguments between friends. To recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. To know how to recognise hurtful behaviour. To know what to do and whom to tell if they see or experience hurtful behaviour. To know about what bullying is and different types of bullying. To know how someone may feel if they are being bullied. To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. To know how to resist pressure to do something that feels uncomfortable or unsafe. To know how to ask for help if they feel unsafe or worried and what vocabulary to use. To know about the things they have in common with their friends, classmates, and other people. To know how friends can have both similarities and differences. To know how to play and work cooperatively in different groups and situations. To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views.		**Broken down knowledge covered** To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. To know about different rights and responsibilities that they have in school and the wider community. To know about how a community can help people from different groups to feel included. To know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments. To know how money can be kept and looked after. To know about getting, keeping and spending money. To know that people are paid money for the job they do To know how to recognise the difference between needs and wants. To know how people make choices about spending money, including thinking about needs and wants. To recognise that they are all equal, and ways in which they are the same and different to others in their community.	
Key vocabulary Vocabulary of the previous year plus; healthy eating physical activity risk opinion similar sex gender male female	diet tolerance offspring elderly normal emotions feelings emergency penis vagina body parts	**Key vocabulary** Vocabulary of the previous year plus; kindness fairness opinion listening caring teasing		**Key vocabulary** Vocabulary of the previous year plus; right/wrong fair/unfair rules making decisions local environment spending/saving beliefs race tolerance	

Year 3

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Health and well being		**Relationships**		**Living in the wider world**	
Healthy Lifestyle Mental Health Ourselves, growing and changing Keeping safe		Families and close positive relationships Friendships Safe relationships		Communities Economic well being – money/aspirations Shared responsibilities	
End points		**End points**		**End points**	
Relevant end points covered **To know about what keeping healthy means; different ways to keep healthy and the impact of the choices make.** **To demonstrate an understanding of emotional literacy; using a varied vocabulary when talking about their feelings and demonstrate improved resilience** **To develop improved self esteem and resilience to manage difficult situations.** **To recognise situations that may put them at risk and who they can ask for help**		**Relevant end points covered** To develop and maintain healthy relationships to promote a sense of belonging. Recognise when relationships are having a negative effect on them and understand how to change them or move away safely. To use appropriate responses in a range of situations so that their personal behaviour does not affect other people in a negative way.		**Relevant end points covered** To understand their place in the community and the influences that has on them. That they can have a positive or negative impact on the world around them. To understand the importance and influence of money. To have job aspirations and understand the implications of career choices. To have compassion towards others, valuing diversity while challenging discrimination, prejudice and stereotypes.	
Broken down knowledge covered how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these how to recognise that habits can have both positive and negative effects on a healthy lifestyle A varied vocabulary to use when talking about feelings; about how to express feelings in different ways; (D) About change and loss, to identify feelings associated with this; to recognise how to make people feel better H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex 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 H38. how to predict, assess and manage risk in different situations		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. To understand that being part of a family provides support, stability and love. To know about the positive aspects of being part of a family, such as spending time together and caring for each other. To identify if/when something in a family might make someone upset or worried. To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe. What is appropriate to share with friends, classmates, family and wider social groups including online. To know about what privacy and personal boundaries are, including online. To know that bullying and hurtful behaviour is unacceptable in any situation. To know about the effects and consequences of bullying for the people involved. To know what to do and whom to tell if they see or experience bullying or hurtful behaviour. To recognise respectful behaviours e.g. helping or including others, being responsible. To know how to model respectful behaviour in different situations e.g. at home, at school, online. To know the importance of self-respect and their right to be treated respectfully by others. To know what it means to treat others, and be treated, politely. To know the ways in which people show respect and courtesy in different cultures and in wider society.		**Broken down knowledge covered** To know 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. To know about how they have rights and also responsibilities. To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn. To know about jobs that people may have from different sectors e.g. teachers, business people, charity work. To know that people can have more than one job at once or over their lifetime. To know 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. To know how to set goals that they would like to achieve this year e.g. learn a new hobby. To know what human rights are and how they protect people. To identify basic examples of human rights including the rights of children. To know 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.	
Key vocabulary Vocabulary of the previous year plus; fostering young carer physical mental mutual responsibility appropriate internet safety consideration hygiene goal	consequences	**Key vocabulary** Vocabulary of the previous year plus; communication co-operation relationship friendship self-esteem aggressive negative/positive behaviour tolerance anonymous		**Key vocabulary** Vocabulary of the previous year plus; communities/groups laws responsibility local organisations charity	

Year 4

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Health and well being		**Relationships**		**Living in the wider world**	
Healthy Lifestyle Mental Health Ourselves, growing and changing Keeping safe		Families and close positive relationships Friendships Safe relationships		Communities Economic well being – money/aspirations Shared responsibilities	
End points		**End points**		**End points**	
Relevant end points covered **To know about what keeping healthy means; different ways to keep healthy and the impact of the choices make.** **To demonstrate an understanding of emotional literacy; using a varied vocabulary when talking about their feelings and demonstrate improved resilience** **To develop improved self esteem and resilience to manage difficult situations.** **To recognise situations that may put them at risk and who they can ask for help**		**Relevant end points covered** To develop and maintain healthy relationships to promote a sense of belonging. Recognise when relationships are having a negative effect on them and understand how to change them or move away safely. To use appropriate responses in a range of situations so that their personal behaviour does not affect other people in a negative way.		**Relevant end points covered** To understand their place in the community and the influences that has on them. That they can have a positive or negative impact on the world around them. To understand the importance and influence of money. To have job aspirations and understand the implications of career choices. To have compassion towards others, valuing diversity while challenging discrimination, prejudice and stereotypes.	
Broken down knowledge covered H5. about what good physical health means; how to recognise early signs of physical illness 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 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. 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 That mental health, just like physical health, is part of daily life; the importance of taking care of mental health H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully		To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests. To know strategies to build positive friendships. To know how to seek support with relationships if they feel lonely or excluded. To have strategies to help someone feel included. To know that it is common for friendships to experience challenges. To have strategies to positively resolve disputes and reconcile differences in friendships. To know that friendships can change over time and the benefits of having new and different types of friends. To differentiate between playful teasing, hurtful behaviour and bullying. To know how to respond if they witness or experience hurtful behaviour or bullying. To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. To know how to manage pressures associated with dares. To know when it is right to keep or break a confidence or share a secret. To know how to recognise risks online such as harmful content or contact. To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour. 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. To know about the importance of respecting the differences and similarities between people. To have a vocabulary to sensitively discuss difference and include everyone.		**Broken down knowledge covered** To know the meaning and benefits of living in a community. To recognise that they belong to different communities as well as the school community. To know about the different groups that make up and contribute to a community. To know about the individuals and groups that help the local community, including through volunteering and work. To know how people make different spending decisions based on their budget, values and needs. To know how to keep track of money and why it is important to know how much is being spent. To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them. To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics. To know how to show compassion towards others in need and the shared responsibilities of caring for them. To know what prejudice means. To differentiate between prejudice and discrimination.	
Key vocabulary Vocabulary of the previous year plus; fostering young carer physical mental mutual responsibility	consequences appropriate internet safety consideration hygiene goal	**Key vocabulary** Vocabulary of the previous year plus; communication co-operation relationship friendship self-esteem	aggressive negative/positive behaviour tolerance anonymous	**Key vocabulary** Vocabulary of the previous year plus; communities/groups laws responsibility local organisations charity	

Year 5

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Health and well being		**Relationships**		**Living in the wider world**	
Healthy Lifestyle Mental Health Ourselves, growing and changing Keeping safe		Families and close positive relationships Friendships Safe relationships		Communities Economic well being – money/aspirations Shared responsibilities	
End points		**End points**		**End points**	
Relevant end points covered **To know about what keeping healthy means; different ways to keep healthy and the impact of the choices make.** **To demonstrate an understanding of emotional literacy; using a varied vocabulary when talking about their feelings and demonstrate improved resilience** **To develop improved self esteem and resilience to manage difficult situations.** **To recognise situations that may put them at risk and who they can ask for help**		**Relevant end points covered** To develop and maintain healthy relationships to promote a sense of belonging. Recognise when relationships are having a negative effect on them and understand how to change them or move away safely. To use appropriate responses in a range of situations so that their personal behaviour does not affect other people in a negative way.		**Relevant end points covered** To understand their place in the community and the influences that has on them. That they can have a positive or negative impact on the world around them. To understand the importance and influence of money. To have job aspirations and understand the implications of career choices. To have compassion towards others, valuing diversity while challenging discrimination, prejudice and stereotypes.	
Broken down knowledge covered 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 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 H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed to recognise that feelings can change over time and range in intensity about everyday things that affect feelings and the importance of expressing feelings 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) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43. about what is meant by first aid; basic techniques for dealing with common injuries[2]		**Broken down knowledge covered** To know what makes a healthy friendship and how they make people feel included. To know about peer influence and how it can make people feel or behave. To understand the impact of the need for peer approval in different situations. To have strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable. To know when and how to seek support in relation to friendships. To know about the qualities of healthy relationships that help individuals flourish. To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart. To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. To know how to ask for, give and not give permission for physical contact. To know how it feels in a person's mind and body when they are uncomfortable. To know that it is never someone's fault if they have experienced unacceptable contact. To know how to respond to unwanted or unacceptable physical contact. To know 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. To know whom to tell if they are concerned about unwanted physical contact. To recognise that everyone should be treated equally. To know 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. To know how to discuss issues respectfully.		**Broken down knowledge covered** To know about how resources are allocated and the effect this has on individuals, communities and the environment. To know the importance of protecting the environment and how everyday actions can either support or damage it. To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money. To know about value for money and how to judge if something is value for money. To know how companies encourage customers to buy things and why it is important to be a critical consumer. To know what prejudice means. To differentiate between prejudice and discrimination.	
Key vocabulary Vocabulary of the previous year plus; puberty menstruation menstrual cycle sanitary towel tampon periods cycle protection	hair pubic hair armpit/underarm deodorant bra breasts sweat gestation period pregnancy sperm	ovum fertilisation egg misunderstanding substance misuse medicine/alcohol/drugs/tobacco aspiration reproduction birth	**Key vocabulary** Vocabulary of the previous year plus; collaboration prejudice conflict resolution boundaries gender discrimination permission seeking		**Key vocabulary** Vocabulary of the previous year plus; democracy sovereignty dictatorship government monarchy community roles budget loan tax interest	discount extremism

Year 6

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Health and well being		**Relationships**		**Living in the wider world**	
Healthy Lifestyle Mental Health Ourselves, growing and changing Keeping safe		Families and close positive relationships Friendships Safe relationships		Communities Economic well being – money/aspirations Shared responsibilities	
End points		**End points**		**End points**	
Relevant end points covered **To know about what keeping healthy means; different ways to keep healthy and the impact of the choices make.** **To demonstrate an understanding of emotional literacy; using a varied vocabulary when talking about their feelings and demonstrate improved resilience** **To develop improved self-esteem and resilience to manage difficult situations.** **To recognise situations that may put them at risk and who they can ask for help**		**Relevant end points covered** To develop and maintain healthy relationships to promote a sense of belonging. Recognise when relationships are having a negative effect on them and understand how to change them or move away safely. To use appropriate responses in a range of situations so that their personal behaviour does not affect other people in a negative way.		**Relevant end points covered** To understand their place in the community and the influences that has on them. That they can have a positive or negative impact on the world around them. To understand the importance and influence of money. To have job aspirations and understand the implications of career choices To have compassion towards others, valuing diversity while challenging discrimination, prejudice and stereotypes.	
Broken down knowledge covered 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) 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 H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for[1] H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages 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 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[3]		To know what it means to be attracted to someone and different kinds of loving relationships. To know that people who love each other can be of any gender, ethnicity or faith. To know the difference between gender identity and sexual orientation and everyone's right to be loved. To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. To know that people have the right to choose whom they marry or whether to get married. To know that to force anyone into marriage is illegal. To know how and where to report forced marriage or ask for help if they are worried. To compare the features of a healthy and unhealthy friendship. To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. To have strategies to respond to pressure from friends. To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable To know how to get advice and report concerns about personal safety. To know what consent means and how to seek and give/not give permission in different situations. To know about the link between values and behaviour and how to be a positive role model. To know how to listen to and respect other points of view. To know how to constructively challenge points of view they disagree with. To know ways to participate effectively in discussions online and manage conflict or disagreements.		**Broken down knowledge covered** To know how to show compassion for the environment, animals and other living things. To know about the way that money is spent and how it affects the environment. To express their own opinions about their responsibility towards the environment To know how having or not having money can impact on a person's emotions, health and wellbeing. To know about common risks associated with money, including debt, fraud and gambling. To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk. To know how to get help if they are concerned about gambling or other financial risks. To know how to recognise acts of discrimination. To use strategies to safely respond to and challenge discrimination. To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. To know how stereotypes are perpetuated and how to challenge this.	
Key vocabulary Vocabulary of the previous year plus; peer pressure negative pressure conception foetus umbilical chord ovary/ovaries fallopian tube	organ mature testicles reproductive organs bereavement transition abuse	wet dream erection ejaculation embryo genital	**Key vocabulary** Vocabulary of the previous year plus; physical contact racial discrimination confidentiality respect prejudice conflict resolution boundaries consent	intercourse communication appropriate/inappropriate	**Key vocabulary** Vocabulary of the previous year plus; anarchy United Nations equal rights human right authority diverse community financial capability economic wellbeing	culture traditions enterprise profit/loss debt/interest