	Health & Wellbeing		Safety & the Law		Relationships	
	Protection and Prevention	Wellbeing	Online Safety	Keeping Safe	Family & Friendships	Respectful Relationships
EYFS	**Personal, Social and Emotional Development** **ELG: Self-Regulation** Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Children at the expected level of development will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. **To also cover issues of safety and protection: (including but not exhaustive to:)** What should go into our bodies? (focus on household items such as shampoo not being safe to ingest). Why is it important to be active? Who can we trust?					

	Health & Wellbeing		Safety & the Law		Relationships	
	Protection and Prevention	Wellbeing	Online Safety	Keeping Safe	Family & Friendship	Respectful Relationships
Year 1/2 (A)	• To know how to keep healthy – including exercise; sleep and eating habits. • To know some of the risks of being inactive.	• To describe basic human emotions. • Too describe the physical feeling of emotions. • To name the emotions I am feeling. • To develop strategies to regulate my emotions. • To know who to trust for support.	• To know what to do online and what to do if I feel uncomfortable. • To know why being online too much is not good. • To consider the negatives and positives of being online.	• To demonstrate road safety. • To be sun safety smart. • To identify possible dangers inside and outside the home. (Including fire, medicines, heights and water.) • To know what to do in an emergency.	• To explain why families are special. • To explain the different roles within a family. • To consider why families might change over time. • Who to talk to if I need help. • To describe how my friends and family make me feel. • To describe my home and consider what makes it special. • To consider my differences and similarities to others; to embrace them.	• To describe the features of a good friend and a good listener. • understand that friends can disagree and know some strategies to resolve disagreements. • To know why friends are important. • To understand and respect similarities and differences. • To understand what is fair. • To treat people with respect. • To know that adults and rules keep us safe in school.

	Health & Wellbeing		Safety & the Law		Relationships	
	Protection and Prevention	Wellbeing	Online Safety	Keeping Safe	Family & Friendship	Respectful Relationships
Year 1/2 (B)	• To understand which parts of my body are private and to respect other's bodies. • To know the difference between secrets and surprises. • To describe my favourite foods and know why different people eat different foods. • To know why eating a range of food is good for me, and to know the food groups that are best. • To know what to do in an emergency. • To describe how germs are spread and describe how best to keep clean.	• To know what people need to feel safe and happy. • To describe a range of emotions. • To identify what affects how I feel. • To discuss how to respond appropriately to a range of emotions. • To discuss change and loss.	• To know that not everything online is true. • To identify if something is fake online, or if someone is lying and to know what to do. • To explain the rules for staying safe online, including how to search the internet safely. • I know about stranger dangers online. • I know what I should and should not share online and know what to do if I share something by mistake.	• To identify dangerous chemicals and items at home. • To describe how to stay safe around medicines in the home.	• To explain why families are important, understand similarities and differences and to celebrate diversity. • To consider traits of respectful friendships.	• To consider communities; how I can contribute positively to my school, class and country. • To consider my communities. • To demonstrate understanding and inclusion. • To try and make people feel welcome and included. • To describe how to say no respectfully. • To explain why bullying is bad. • To describe some ways to stop bullying.

	Health & Wellbeing		Safety & the Law		Relationships	
	Protection and Prevention	Wellbeing	Online Safety	Keeping Safe	Family & Friendship	Respectful Relationships
Year 3/4 (A)	• To know why my body is important and to know how I should expect others to treat it. • To know that bones and muscles make my body strong and I must exercise to help them. • To know which foods are healthy.	• To describe the difference between everyday feelings and deeper, stronger feelings. • To explain where to get support with my feelings and know some strategies to support with stronger, deeper feelings.	• To know about screen time balance. • To understand about positive and negative use of being online. • To know how to keep my personal information safe. • To explain how to be safe and responsible online. • To evaluate the purpose and intent of influencers. • To recap the principles of staying safe online. • To know how to be a good friend online. • To explain what to do if something makes me feel uncomfortable online.	• To know what our British Values are and appreciate their importance. • To understand democracy, appreciate liberty, understand why laws and rules are important. • To show mutual respect and tolerance for people with different beliefs and faiths. • To identify dangers around water and know how to avoid them. • To identify dangers around roads and railways and explain how to stay safe.	• To explain the ways a family should treat each other. • To know that people have different roles and responsibilities in the home. • To know ways to be a good friend and understand the importance of compromise.	• To know how to handle conflict in a positive way. • To describe strategies to repair relationships after conflict. • To know how to disagree with respect and kindness. • To explain personal boundaries are important, and to respect other's boundaries.

	Health & Wellbeing		Safety & the Law		Relationships	
	Protection and Prevention	Wellbeing	Online Safety	Keeping Safe	Family & Friendship	Respectful Relationships
Year 3/4 (B)	• To know the importance of good oral hygiene (dental health). • To understand that healthy sleeping patterns contribute to a healthy lifestyle. • To know some ways of looking after my body. • To describe how diseases are spread and know the importance of hygiene in reducing the spread. • To describe ways to avoid sunburn. • To have an understanding of basic first aid, including what to do in cases of anaphylaxis. • To describe the changes that people go through during puberty and explain the correct scientific names for genitals.	• To define 'self-esteem' and understand what affects it. • To emphasise what it might feel like to feel down and lonely and how that is caused. • To describe several strategies to support my mental health. • To outline some features of a happy life. • To understand the impact of death and know some strategies to cope with grief. • To know some different ways to get support and who to trust.	• To know what fake news is and why it exists. • To describe how to stay safe online. • To identify and analyse fake news. • To understand the term 'bias". • To consider who uses the internet and understand that it is difficult to tell people's true identities online. • To know how to communicate appropriately online. • To understand that there are untrustworthy people online.	• To explain what the Equality Act is and know how to protect people from discrimination.	• To describe lots of different family types. • To know that families can change. • To understand some challenges that families face. • To describe my similarities and differences to those around me. • To describe what a healthy friendship looks like. • To know how to deal with peer pressure and know that adults can also present unhealthy pressures. • To know what a healthy family should feel like.	• To understand what stereotypes are and outline ways to challenge them. • To know what prejudice means and know ways to challenge it. • To know what ageism is. • To know ways to reduce sexism. • To help create an inclusive environment.

	• To explain what menstruation is and how to manage it.					

	Health & Wellbeing		Safety & the Law		Relationships	
	Protection and Prevention	Wellbeing	Online Safety	Keeping Safe	Family & Friendship	Respectful Relationships
Year 5/6 (A)	• To describe healthy choices and explain what a balanced week should look like. • To understand the risks of being inactive. • To identify the pressures that we may feel about our appearance. • To explain the different ways that people can look after their health. • To describe the health risks of smoking and vaping and explain why some people choose to smoke and vape. • To describe what drug addiction is and how it affects people. • To explain why vaccines are so important.	• To explain that challenges look different for everyone and can impact people in different ways. • To explain why all emotions are important and why our emotions can change. • To explain why I am feeling challenged and describe ways to take action to overcome this.	• To describe the motivations of online influencers and explain why this means I shouldn't always trust their content. • To describe how algorithms influence the content we see online. • To understand that my online actions can have powerful consequences and explain why I should not share private information online. • To describe how powerful shared data is in the online world. • To identify the risks of group chats. • To give advice on how to thrive online; and how things online can have an impact on our mental health.	• To describe situations where I might feel unsafe and explain how to be an active bystander. • To describe dangers related to fire and fireworks. • To describe how to report an emergency quickly and accurately.	• To describe the complex range of identities that people in a family may have. • To describe some of the changes and challenges that families may face and explain why it is important for family members to respect boundaries. • To describe how to build strong friendships and how to repair damaged relationships.	• To explain why peer pressure is so powerful and describe ways we can say 'no' to our friends. • To explain how to promote fairness and prevent discrimination. • To describe how the lives of women have changed over time. (Women's Rights). • To describe examples of gender stereotypes and explain ways to challenge them.

	Health & Wellbeing		Safety & the Law		Relationships	
	Protection and Prevention	Wellbeing	Online Safety	Keeping Safe	Family & Friendship	Respectful Relationships
Year 5/6 (B)	• To explain the importance of a balanced diet and how to make healthy food choices. • To explain how to stay active and why it's important. • To describe the effects and risks of alcohol and explain why some people choose to drink alcohol. • To describe the effects and risks of drugs. • To explain how to perform basic first aid. • To describe the signs of a major head injury and explain where to get support. • To explain what asthma is and how to help someone who is having an asthma attack. • To describe the physical changes that happen during puberty. • To describe the emotional and physical changes that take place during puberty and explain where to get support.	• To explain some of the emotions young people may feel about change and challenge. • To describe ways to look after my mental health by thinking about what my mind needs and explain when to seek support. • To know who to trust for support.	• To explain why there are many fake and AI-generated images online and identify ways to recognise them. • To explain how algorithms and human behaviours influence what we consume online. • To explain how to analyse and verify the information I consume online. • To explain the risks of sharing online and how to identify if someone is trying to manipulate you into sharing online. • To describe tactics for identifying and resisting peer pressure.	• To explain how to give or take back consent.	• To explain why people choose to maintain relationships, live together or get married. • To explain how to be an inclusive friend whilst respecting personal boundaries. • To understand my personal boundaries. • To describe ways to say 'no' respectfully and explain when I might need support from trusted adults.	• To explain the importance of mine and others' differences. • To describe the many different characteristics that British people can have and how this benefits our country. • To describe different groups who have immigrated to Britain and explain why racist myths about immigration are wrong. • To explain why it is important to feel like we belong. • To describe the features of a healthy romantic relationship.

Skills & Vocabulary

	Health & Wellbeing	Safety & the Law	Relationships
EYFS & KS1	Healthy Body Mind Wellbeing Care Emotions (range of them) Help Exercise Fluoride Life cycle Body parts- penis vagina (more if needed in situation) First aid Allergic Loss Change	Risk Safe Private Strangers Secret Harm Hurt Danger Help Bullying Trust Level crossing Road crossing First aid Emergency services	Family Friend Safe Unsafe Love Polite Kind Care Scared/fear Respect Lonely Share Trust Truth Harm Relationship
KS2 *(To build on EYFS/KS1 list)	Anaphylaxis Bullying and harassment Personal data Consent Hazard Injury Protection Health (physical and mental) Wellbeing Self-care Emotions Bereavement and grief Support Positive and negative Active lifestyle Healthy relationship (with food)	Peer pressure Risk Search engines Inappropriate content Privacy Caution Social media Boundaries Dangerous Cyberbullying Abuse Contact Violence Conflict Abuse Gambling	Security Stability Protection Isolation /excluded Generosity Trustworthiness Honesty Balance Healthy boundaries Assertive Controlling Self respect Self esteem Peer pressure Boundaries Conflict

	Decay/dental health Hygiene Nutrition Obesity Addiction Substance Illegal Sun exposure Skin cancer Quality sleep Bacteria/virus Vaccination Immunisation Puberty Adolescence Boundaries Body parts- penis vulva vagina testicles scrotum nipples Menstrual cycle/period Grief	Age restrictions Manipulation	Violence Marriage/partnership Courtesy and manners Stereotype

Whilst focussing on the knowledge overview, above, skills are to be incorporated into lessons wherever possible. This is done through our school values of RESPECT and our rewards scheme. Encouraging healthy debates within class. Giving children roles and responsibilities within school and allowing time to discuss relevant scenarios linked to learning.