

Progression at Southfield Primary Academy

Personal, Social, Health, Emotional (PSHE) and Values Education

Nursery

Key Performance Indicators

- I can often talk confidently about how I'm feeling and what makes me happy in pre-school and at home.
- I can often remember that others have feelings too. I know that when we all listen and take turns this helps everyone to be happy in pre-school.
- I can talk about myself and the things I like, and I know that others might also like the same things.
- I can talk about some of the things I don't like and say why.
- I can use words to stand up for myself
- I can say what it feels like when I don't like things.
- I can talk about being proud of something that was not easy for me to do and I did not give up.
- I can explain to others how I encourage myself to keep trying and not give up when things get tricky.
- I can talk about the things that help me to be healthy and safe when I am away from home.
- I can manage my own self-care needs during the day and night.
- I can talk about my favourite people. I know who to talk to about things that upset me.
- I know how to share fairly and can take turns with my chosen friends. I do not always need an adult to remind me of what I need to do to be a good friend.
- I can talk about how I have changed since I was a baby and the things that change around me.
- I know that I am in charge of my body and that some parts of my body are private.
- I can talk about how others have changed over time and notice differences around me.

	Context	Development Matters Links (where applicable)	Essential Coverage
Autumn	Being Me In My World	Communication and Language • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Personal, Social and Emotional Development • Develop their sense of responsibility and membership of a community. • Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. Understanding the World • Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	• Values – Aspiration / Respect • I understand how it feels to belong and that we are similar and different • I understand how feeling happy and sad can be expressed • I can work together and consider other people's feelings • I can use gentle hands and understand that it is good to be kind to people • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means • Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

	Celebrating Differences	Communication and Language • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Personal, Social and Emotional Development • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. Understanding the World • Begin to make sense of their own life-story and family's history. • 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.	• Values - Unity • I know how it feels to be proud of something I am good at. • I can tell you one way I am special and unique. • I know that all families are different. • I know there are lots of different homes. • I can tell you how I could make new friends. • I can use my words to stand up for myself. • Online Bullying - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation. • Online Reputation - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Spring	Dreams and Goals	Communication and Language • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Personal, Social and Emotional Development • Develop their sense of responsibility and membership of a community. • Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. Understanding the World • Begin to make sense of their own life-story and family's history. • Show interest in different occupations.	• Values - Enjoyment • I understand what a challenge means • I can keep trying until I can do something • I can set a goal and work towards it • I know some kind words which can encourage people • I can start to think about the jobs I might like to do when I'm older • I can feel proud when I achieve a goal • Copyright and Ownership - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
	Healthy Me	Communication and Language • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary.	• Values – Quality • I know the names for some parts of my body and am starting to understand that I need to be active to be healthy

		- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Personal, Social and Emotional Development - Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive. Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	- I can tell you some of the things I need to do to be healthy - I know what the word 'healthy' means and that some foods are healthier than others - I know how to help myself go to sleep and that sleep is good for me - I can wash my hands and know it is important to do this before I eat and after I go to the toilet - I know who my safe adults are and how to stay safe if they are not close by me Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
Summer	Relationships	Communication and Language - Use a wider range of vocabulary. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Personal, Social and Emotional Development - Develop their sense of responsibility and membership of a community. - Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. - Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive. Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Begin to understand how others might be feeling. Understanding the World - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Continue to develop positive attitudes about the differences between people.	- Values – Integrity - I can tell you about my family - I understand how to make friends if I feel lonely - I can tell you some of the things I like about my friends - I know what to say and do if somebody is mean to me - I can use Calm Me time to manage my feelings - I can work together and enjoy being with my friends Online Relationships - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
	Changing Me	Communication and Language - Enjoy listening to longer stories and can remember much of what happens. - Use a wider range of vocabulary. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs.	- Values – Independence - I can name parts of my body and show respect for myself - I can tell you some things I can do and some food I can eat to be healthy

		• Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Personal, Social and Emotional Development • Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. Understanding the World • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	• I understand that we all start as babies and grow into children and then adults • I know that I grow and change • I can talk about how I feel moving to School from Nursery • I can remember some fun things about Nursery this year • Self-Image and Identity - Shaping online identities and how media impacts on gender and stereotypes.
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Reception

Key Performance Indicators

- I can talk freely about the things and people that make me happy in class and at home.
- I usually remember to take turns and share with everyone in my class. I know how to be a good listener.
- I am confident when I talk about the things I like and am interested in, as well as what I don't like and why.
- I know how to be kind to others and can use words to stand up for myself.
- I know what to do so that I can persevere with things that are a bit difficult. I can talk about what makes me proud.
- I regularly encourage myself and others to keep trying and not give up when things get tricky.
- I can talk about what I do to stay healthy and safe and I know why these things are important.
- I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class.
- I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn.
- I know how to co-operate with others in my class and understand the importance for everyone to feel included. I make sure I use my words to help friends to understand me.
- I can describe and ask questions about things that feel or look different about me now and about the things that will happen around me soon.
- I can use strategies I've been taught to stay calm and to behave kindly towards others.
- I know who to speak to and how to talk about things that might be worrying or sad as well as the things that I want to know more about. I can describe to others how I thought about a problem or feeling and how I dealt with it.

	Context	Development Matters Links (where applicable)	Essential Coverage
Autumn	Being Me In My World	Communication and Language • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Learn rhymes, poems and songs. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Personal, Social and Emotional Development • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. Understanding the World • Talk about members of their immediate family and community. • Compare and contrast characters from stories, including figures from the past. • Recognise some environments that are different to the one in which they live.	• Values – Aspiration/Respect • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means • Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
	Celebrating Differences	Communication and Language • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding.	• Values – Unity • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend

		- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Learn rhymes, poems and songs. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Personal, Social and Emotional Development - See themselves as a valuable individual. - Build constructive and respectful relationships. - 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. - Think about the perspectives of others. Understanding the World - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - 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.	- I know which words to use to stand up for myself when someone says or does something unkind Online Bullying - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation. Online Reputation - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Spring	Dreams and Goals	Communication and Language - Understand how to listen carefully and why listening is important. - Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Learn rhymes, poems and songs. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Personal, Social and Emotional Development - See themselves as a valuable individual. - Build constructive and respectful relationships. - 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. - Think about the perspectives of others. Understanding the World - Talk about members of their immediate family and community. - Recognise some environments that are different to the one in which they live.	- Values – Enjoyment - I understand that if I persevere I can tackle challenges - I can tell you about a time I didn't give up until I achieved my goal - I can set a goal and work towards it - I can use kind words to encourage people - I understand the link between what I learn now and the job I might like to do when I'm older - I can say how I feel when I achieve a goal and know what it means to feel proud Copyright and Ownership - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
	Healthy Me	Communication and Language - Understand how to listen carefully and why listening is important. - Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Engage in storytimes. - Listen to and talk about stories to build familiarity and understanding. - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Learn rhymes, poems and songs.	- Values – Quality - I understand that I need to exercise to keep my body healthy - I understand how moving and resting are good for my body - I know which foods are healthy and not so healthy and can make healthy eating choices - I know how to help myself go to sleep and understand why sleep is good for me

		- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Personal, Social and Emotional Development - See themselves as a valuable individual. - Build constructive and respectful relationships. - 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. - Think about the perspectives of others. - Manage their own needs. Understanding the World - Talk about members of their immediate family and community. - Name and describe people who are familiar to them.	- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet - I know who my safe adults are and how to stay safe if they are not close by me Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
Summer	Relationships	Communication and Language - Understand how to listen carefully and why listening is important. - Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Engage in storytimes. - Listen to and talk about stories to build familiarity and understanding. - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Learn rhymes, poems and songs. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Personal, Social and Emotional Development - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. Understanding the World - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Compare and contrast characters from stories, including figures from the past. - Recognise some environments that are different to the one in which they live.	- Values – Integrity - I can identify some of the jobs I do in my family and how I feel like I belong - I know how to make friends to stop myself from feeling lonely - I can think of ways to solve problems and stay friends - I am starting to understand the impact of unkind words - I can use Calm Me time to manage my feelings - I know how to be a good friend Online Relationships - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
	Changing Me	Communication and Language - Understand how to listen carefully and why listening is important. - Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Engage in storytimes. - Listen to and talk about stories to build familiarity and understanding.	- Values – Independence - I can name parts of the body - I can tell you some things I can do and foods I can eat to be healthy - I understand that we all grow from babies to adults - I can express how I feel about moving to Year 1 - I can talk about my worries and/or the things I am looking forward to about being in Year 1

		• Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Personal, Social and Emotional Development • See themselves as a valuable individual. • Build constructive and respectful relationships. • 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. • Think about the perspectives of others. • Manage their own needs. Understanding the World • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past.	• I can share my memories of the best bits of this year in Reception • Self-Image and Identity - Shaping online identities and how media impacts on gender and stereotypes.
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Year 1

Key Performance Indicators

- Explain why my class is a happy and safe place to learn.
- Give different examples where I or others make my class happy and safe.
- Tell you some ways that I am different and similar to other people in my class, and why this makes us all special.
- Explain what bullying is and how being bullied might make somebody feel.
- Explain how I feel when I am successful and how this can be celebrated positively.
- Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.
- Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.
- Give examples of behaviour in other people that I appreciate and behaviours that I don't like.
- Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.
- Use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.

	Context	Relationships and Health Education Links (where applicable)	Essential Coverage
Autumn	Being Me In My World	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R12) 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 (R14) the conventions of courtesy and manners (R16) 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 (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	• Values – Aspiration/Respect • I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter • Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
	Celebrating Differences	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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 (R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R16) 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 (R17) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	• Values – Unity • I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends • Online Bullying - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation.

		(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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)	• Online Reputation - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Spring	Dreams and Goals	(R12) 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 (R16) 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 (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	• Values – Enjoyment • I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it • Copyright and Ownership - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
	Healthy Me	(R15) the importance of self-respect and how this links to their own happiness (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) 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 (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) 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) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	• Values – Quality • I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • I know how to make healthy lifestyle choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly • I understand that medicines can help me if I feel poorly and I know how to use them safely • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy • Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle

		(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
Summer	Relationships	(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	• Values – Integrity • I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me • Online Relationships - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
	Changing Me	(R1) that families are important for children growing up because they can give love, security and stability (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R15) the importance of self-respect and how this links to their own happiness (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	• Values – Independence • I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus • I understand that every time I learn something new I change a little bit • I can tell you about changes that have happened in my life • Self-Image and Identity - Shaping online identities and how media impacts on gender and stereotypes.

Year 2

Key Performance Indicators

- Explain why my behaviour can impact on other people in my class.
- Compare my own and my friends' choices and can express why some choices are better than others.
- Explain that sometimes people get bullied because they are seen to be different.
- Explain how it feels to have a friend and be a friend and explain why it is OK to be different from my friends.
- Explain how it felt to be part of a group and can identify a range of feelings about group work.
- Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.
- Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.
- Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.
- Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.
- Explain why some types of touches feel OK and others don't.
- Say what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

	Context	Relationships and Health Education Links (where applicable)	Essential Coverage
Autumn	Being Me In My World	(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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	• Values – Aspiration/Respect • I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and school, and the importance of making decisions • I listen to other people and contribute my own ideas about rewards and consequences • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I recognise the choices I make and understand the consequences • Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise. • Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
	Celebrating Differences	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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	• Values – Unity • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)

		(R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R16) 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 (R17) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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) (H13) 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 (H15) 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 (H17) where and how to report concerns and get support with issues online 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 How to make a clear and efficient call to emergency services if necessary	• I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them • I can tell you some ways I am different from my friends • Online Bullying - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation. • Online Reputation - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Spring	Dreams and Goals	(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	• Values – Enjoyment • I can choose a realistic goal and think about how to achieve it • I know what I need to keep myself healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end product • I can explain some of the ways I worked well in my group to create the end product • I can show or tell you what relaxed means and I know some things that me feel relaxed and some things that make me feel stressed

			- I know how to share success with other people Copyright and Ownership - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
	Healthy Me	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H12) 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 (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) 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 (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) 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) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	- Values – Quality - I can sort foods into the correct food groups and know which my body needs everyday to keep me healthy - I can make some healthy snacks and explain why they are good for my body - I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe - I can recognise risks and know how to keep safe around roads, railways and water, and can explain why safety rules help protect me - I understand how medicines work in my body and how important it is to use them safely - I can explain how to keep my body healthy and safe at home and when I'm out Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them. - Year 2 - Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
Summer	Relationships	(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	- Values – Integrity - I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not - I can identify some of the things that cause conflict with my friends - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret

		(R10) 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 (R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H15) 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	• I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships • Online Relationships - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
	Changing Me	(R15) the importance of self-respect and how this links to their own happiness (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	• Values – Independence • I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class • Self-Image and Identity - Shaping online identities and how media impacts on gender and stereotypes.

Year 3

Key Performance Indicators

- Explain how my behaviour can affect how others feel and behave.
- Explain why it is important to feel valued.
- Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.
- Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help
- Explain the different ways that help me learn and what I need to do to improve.
- Explain how these feelings can be stored in my internal treasure chest and why this is important.
- Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.
- Express how being anxious/ scared and unwell feels.
- Explain how my life is influenced positively by people I know and also by people from other countries.
- Explain why my choices might affect my family, friendships and people around the world who I don't know.
- Explain how boys' and girls' bodies change on the inside/outside during the growing up process.
- Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

	Context	Relationships and Health Education Links (where applicable)	Essential Coverage
Autumn	Being Me In My World	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R21) 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 (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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	• Values – Aspiration/Respect • I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view • Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
	Celebrating Differences	(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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	• Values – Unity • I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways

		(R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R17) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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) (H13) 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 (H15) 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	• I can tell you about a time when my words affected someone's feelings and what the consequences were • Online Bullying - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation. • Online Reputation - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Spring	Dream and Goals	(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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 (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	• Values – Enjoyment • I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream/ambition that is important to me • I enjoy facing new learning challenges and working out the best ways for me to achieve them • I can be motivated and enthusiastic about achieving our new challenge • I can recognise obstacles which might hinder my achievement and take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time • Copyright and Ownership - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
	Healthy Me	(R15) the importance of self-respect and how this links to their own happiness (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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	• Values – Quality • I understand how exercise affects my body and know why my heart and lungs are such important organs

		(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H9) 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) (H11) that for most people the internet is an integral part of life and has many benefits	• I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it • Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
Summer	Relationships	(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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 (R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R16) 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 (R17) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	• Values – Integrity • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I understand how people around the world help and influence my life and that media doesn't always show complete information. • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family • Online Relationships - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

		(R26) 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 (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H1 1) that for most people the internet is an integral part of life and has many benefits (H12) 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 (H13) 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 (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) 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 (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) 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 (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) 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) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H32) how to make a clear and efficient call to emergency services if necessary	
	Changing Me	(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (H2) 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 (H3) 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 (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle	• Values – Independence • I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process • LESSON 3 NOT TAUGHT IN THIS YEAR GROUP • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy. I know some simple ways of keeping clean which can keep me healthy and protect me from infections. • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class

			• Self-Image and Identity - Shaping online identities and how media impacts on gender and stereotypes.
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Year 4

Key Performance Indicators

- Explain why being listened to and listening to others is important in my school community.
- Explain why being democratic is important and can help me and others feel valued.
- Explain why bullying might be difficult to spot and what to do about it if I'm not sure.
- Explain why it is good to accept myself and others for who we are
- Plan and set new goals even after a disappointment.
- Explain what it means to be resilient and to have a positive attitude.
- Recognise when people are putting me under pressure and can explain ways to resist this when I want to.
- Identify feelings of anxiety and fear associated with peer pressure.
- Recognise how people are feeling when they miss a special person or animal.
- Give ways that might help me manage my feelings when missing a special person or animal.
- Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
- Explain some of the choices I might make in the future and some of the choices that I have no control over.
- Offer some suggestions about how I might manage my feelings when changes happen.

	Context	Relationships and Health Education Links (where applicable)	Essential Coverage
Autumn	Being Me In My World	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (H2) 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 (H3) 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	• Values – Aspiration/Respect • I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community • Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
	Celebrating Differences	(R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R17) 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 (R20) that people sometimes behave differently online, including by pretending to be someone they are not	• Values – Unity • I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell

		(R21) 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 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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) (H13) 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	• I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them • Online Bullying - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation. • Online Reputation - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Spring	Dreams and Goals	(R12) 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 (R14) the conventions of courtesy and manners (R16) 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 (H2) 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 (H3) 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	• Values – Enjoyment • I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt, and recognise how resilience and support from others can help • I know how to cope with disappointment and find ways to move forward • I know how to make a new plan and set new goals even if I have been disappointed • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement • Copyright and Ownership - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
	Healthy Me	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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 (R11) 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	• Values – Quality • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and how to reduce risks and ask for help

		(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H24) 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) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	• I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong • Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
Summer	Relationships	(R2) 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 (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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 (R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources	• Values – Integrity • I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me • Online Relationships - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

		(H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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) (H10) 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	
	Changing Me	(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R26) 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 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle	• Values – Independence • I understand that lots of things make up a person's identity and this is what makes them unique • I can identify how boys' and girls' bodies change on the inside during the growing up process and can see why these changes are necessary so that their bodies can make babies when they grow up (Y3 LESSON 3) • I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know there are many types of family and that often our family members form part of our inner circle. I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class • Self-Image and Identity - Shaping online identities and how media impacts on gender and stereotypes.

Year 5

Key Performance Indicators

- Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.
- Explain how the actions of one person can affect another and can give examples of this from school and a wider community context.
- Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
- Explain why racism and other forms of discrimination are unkind.
- Compare my hopes and dreams with those of young people from different cultures.
- Explain different roles that food and substances can play in people's lives.
- Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.
- Summarise different ways that I respect and value my body.
- Compare different types of friendships and the feelings associated with them.
- Explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
- Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.
- Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.

	Context	Relationships and Health Education Links (where applicable)	Essential Coverage
Autumn	Being Me In My World	(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (H2) 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 (H3) 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 (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	• Values – Aspiration/Respect • I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal • I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this • Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
	Celebrating Differences	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) 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	• Values – Unity • I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying

		(R17) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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)	• I can compare my life with people in the developing world • I can understand a different culture from my own • Online Bullying - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation. • Online Reputation - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Spring	Dreams and Goals	(R12) 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 (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (H2) 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 (H3) 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	• Values – Enjoyment • I understand that I will need money to help me achieve some of my dreams • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I can explore a range of different jobs and think critically about the information I see about them online • I can describe the dreams and goals of young people in a culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship • Copyright and Ownership - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

	Healthy Me	(R12) 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 (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H9) 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) (H10) 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 (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) 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 (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support (including which adults to speak to in school if they are worried about their health) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries	• Values – Quality • I know there are health risks with smoking and vaping and can tell you some of the ways they are harmful to the body • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different attitudes people have to food and how these can be affected by external influences • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy • Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
Summer	Relationships	(R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R17) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard	• Values – Integrity • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing a game online • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends. I understand I have rights about my personal data

	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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) (H10) 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 (H11) that for most people the internet is an integral part of life and has many benefits (H12) 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. (H13) 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 (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) 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 (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	• Online Relationships - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
Changing Me	(R15) the importance of self-respect and how this links to their own happiness (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H10) 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 (H18) the characteristics and mental and physical benefits of an active lifestyle (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle	• Values – Independence • I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how boys' and girls' bodies change during puberty • LESSON 4 NOT TAUGHT IN THIS YEAR GROUP • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I move to my next class. • Self-Image and Identity - Shaping online identities and how media impacts on gender and stereotypes.

Year 6

Key Performance Indicators

- Explain how my choices can have an impact on people in my immediate community and globally.
- Empathise with others in my community and globally and explain how this can influence the choices I make.
- Explain ways in which difference can be a source of conflict or a cause for celebration.
- Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
- Explain different ways to work with others to help make the world a better place.
- Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.
- Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
- Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
- Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.
- Describe strategies to help me manage these feelings and situations.
- Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

	Context	Relationships and Health Education Links (where applicable)	Essential Coverage
Autumn	Being Me In My World	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	• Values – Aspiration/Respect • I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and • I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community • Privacy and Security - Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
	Celebrating Differences	(R3) 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 (R11) 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 (R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness	• Values – Unity • I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another

		(R16) 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 (R17) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R21) 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 (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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) (H13) 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 (H17) where and how to report concerns and get support with issues online	• I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration • Online Bullying - Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation. • Online Reputation - Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
Spring	Dreams and Goals	(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	• Values – Enjoyment • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise • Copyright and Ownership - Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
	Healthy Me	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R11) 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 (R15) the importance of self-respect and how this links to their own happiness	• Values – Quality • I can take responsibility for my health and make choices that benefit my health and well-being

		(R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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) (H10) 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 (H12) 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. (H17) where and how to report concerns and get support with issues online (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) 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 (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H24) 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) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Additional lesson on website (KS2) (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination	• I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse • Health, Wellbeing and Lifestyle - The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
Summer	Relationships	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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 (R11) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R17) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults	• Values – Integrity • I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve

		(R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) 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) (H10) 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 (H11) that for most people the internet is an integral part of life and has many benefits (H12) 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. (H13) 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 (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) 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 (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online (H18) the characteristics and mental and physical benefits of an active lifestyle (H21) how and when to seek support including which adults to speak to in school if they are worried about their health	• I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful for me • I can use technology positively and safely to communicate with my friends and family • Online Relationships - Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
	Changing Me	(R1) that families are important for children growing up because they can give love, security and stability (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	• Values – Independence • I am aware of my own self-image and how my body image fits into that • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally

		(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R32) where to get advice e.g. family, school and/or other sources (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H10) 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 (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle	• I understand that sexual intercourse can lead to conception and that is how babies are usually made. I understand that sometimes people need IVF to help them have a baby YEAR 5 LESSON 4 • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I know myself well enough to maintain positive relationships with others whilst still keeping my own identity • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. • Self-Image and Identity - Shaping online identities and how media impacts on gender and stereotypes.
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