

**EYFS**

***Communication and language***

- Listen attentively and respond to what they hear with relevant questions, comments and actions
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers
- Participate in small group, class and one-to-one discussions, offering own idea
- Express their ideas and feelings about their experiences,

***Personal, Social, Emotional Development***

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

***Physical Development***

- Negotiate space and obstacles safely, with consideration for themselves and others

***Mathematics***

***Understanding the world***

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

***Expressive Arts and Design***

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Perform songs, rhymes, poems and stories with others

***Literacy***

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

**Key Stage One**

Year 1			
	Relationships	Living in the Wider World	Health & Wellbeing
Substantive Knowledge	<p><b>Families and friendships</b></p> <ul style="list-style-type: none"> <li>• Talk about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• Understand the role these different people play in children’s lives and how they care for them</li> <li>• Know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• Know about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> <p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>• Talk about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• Understand what it means to keep something private, including parts of the body that are private</li> <li>• Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• Know how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• Identify when it is important to ask for permission to touch others</li> <li>• Know how to ask for and give/not give permission</li> </ul> <p><b>Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• Explain what kind and unkind behaviour mean in and out school</li> <li>• Know how kind and unkind behaviour can make people feel</li> <li>• Explain what respect means</li> <li>• Know about class rules, being polite to others, sharing and taking turns</li> </ul>	<p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>• Give examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• Know different people have different needs</li> <li>• Explain how we care for people, animals and other living things in different ways</li> <li>• Know how they can look after the environment, e.g. recycling</li> </ul> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>• Know how and why people use the internet</li> <li>• Explain the benefits of using the internet and digital devices</li> <li>• Know how people find things out and communicate safely with others online</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>• Know that everyone has different strengths, in and out of school</li> <li>• Explain how different strengths and interests are needed to do different jobs</li> <li>• Talk about people whose job it is to help us in the community</li> <li>• Know about different jobs and the work people do</li> </ul>	<p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Know what it means to be healthy and why it is important</li> <li>• Talk about ways to take care of themselves on a daily basis</li> <li>• Know basic hygiene routines, e.g. hand washing</li> <li>• Discuss healthy and unhealthy foods, including sugar intake</li> <li>• Discuss physical activity and how it keeps people healthy</li> <li>• Talk about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• Know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• Know how to keep safe in the sun</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• Recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• Know how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• Know how they are the same and different to others</li> <li>• Talk about different kinds of feelings</li> <li>• Know how to recognise feelings in themselves and others</li> <li>• Discuss how feelings can affect how people behave</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Know how rules can help to keep us safe</li> <li>• Identify why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• Know basic rules for keeping safe online</li> <li>• Know whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>

Year 2		
Relationships	Living in the Wider World	Health & Wellbeing
<p><b>Families and friendships</b></p> <ul style="list-style-type: none"> <li>• Know how to be a good friend, e.g. kindness, listening, honesty</li> <li>• Talk about different ways that people meet and make friends</li> <li>• Identify strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• Know what causes arguments between friends</li> <li>• Know how to positively resolve arguments between friends</li> <li>• Discuss how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul> <p><b>Safe relationships</b></p> <ul style="list-style-type: none"> <li>• Know how to recognise hurtful behaviour, including online</li> <li>• Identify what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• Discuss what bullying is and different types of bullying</li> <li>• Know how someone may feel if they are being bullied</li> <li>• Talk about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• Know how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• Discuss how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p><b>Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• Identify the things they have in common with their friends, classmates, and other people</li> <li>• Know how friends can have both similarities and differences</li> <li>• Know how to play and work cooperatively in different groups and situations</li> <li>• Discuss how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>• Understand about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• Know about different rights and responsibilities that they have in school and the wider community</li> <li>• Talk about how a community can help people from different groups to feel included</li> <li>• Recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>• Know the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• Recognise the purpose and value of the internet in everyday life</li> <li>• Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• Understand that information online might not always be true</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>• Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• Understand how money can be kept and looked after</li> <li>• Talk about getting, keeping and spending money</li> <li>• Understand that people are paid money for the job they do</li> <li>• Recognise the difference between needs and wants</li> <li>• Discuss how people make choices about spending money, including thinking about needs and wants</li> </ul>	<p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Talk about routines and habits for maintaining good physical and mental health</li> <li>• Know why sleep and rest are important for growing and keeping healthy</li> <li>• Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• Know the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• Talk about food and drink that affect dental health</li> <li>• Describe and share a range of feelings</li> <li>• Identify ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• Know how to manage big feelings including those associated with change, loss and bereavement</li> <li>• Discuss when and how to ask for help, and how to help others, with their feelings</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• Know about the human life cycle and how people grow from young to old</li> <li>• Identify how our needs and bodies change as we grow up</li> <li>• Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• Discuss change as people grow up, including new opportunities and responsibilities</li> <li>• Prepare to move to a new class and setting goals for next year</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• Discuss how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• Talk about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• Know how to respond if there is an accident and someone is hurt</li> <li>• Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>

Substantive Knowledge

Key Stage Two

Year 3		
Relationships	Living in the Wider World	Health & Wellbeing
<p><b>Families &amp; friendships</b></p> <ul style="list-style-type: none"> <li>Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>Know that being part of a family provides support, stability and love</li> <li>Understand the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>Talk about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>Identify if/when something in a family might make someone upset or worried</li> <li>Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>Know what is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>Talk about what privacy and personal boundaries are, including online</li> <li>Identify basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>Understand that bullying and hurtful behaviour is unacceptable in any situation</li> <li>Know about the effects and consequences of bullying for the people involved</li> <li>Understand bullying online, and the similarities and differences to face-to-face bullying</li> <li>Know what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul> <p><b>Respecting ourselves &amp; others</b></p> <ul style="list-style-type: none"> <li>Recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>Model respectful behaviour in different situations e.g. at home, at school, online</li> <li>Understand the importance of self-respect and their right to be treated respectfully by others</li> <li>Know what it means to treat others, and be treated, politely</li> <li>Discuss the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>Know the reasons for rules and laws in wider society</li> <li>Understand the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>Know what human rights are and how they protect people</li> <li>Identify basic examples of human rights including the rights of children</li> <li>Know they have rights and also responsibilities</li> <li>Understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>Know how the internet can be used positively for leisure, for school and for work</li> <li>Recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>Talk about strategies to recognise whether something they see online is true or accurate</li> <li>Evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>Make safe, reliable choices from search results</li> <li>Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>Know about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>Understand that people can have more than one job at once or over their lifetime</li> <li>Identify common misconceptions and gender stereotypes related to work</li> <li>Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>Talk about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>Recognise their interests, skills and achievements and how these might link to future jobs</li> <li>Discuss how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Know about the choices that people make in daily life that could affect their health</li> <li>Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>Discuss what can help people to make healthy choices and what might negatively influence them</li> <li>Talk about habits and that sometimes they can be maintained, changed or stopped</li> <li>Identify the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>Know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>Talk about the things that affect feelings both positively and negatively</li> <li>Be able to identify and talk about their feelings</li> <li>Discuss some of the different ways people express feelings e.g. words, actions, body language</li> <li>Recognise how feelings can change overtime and become more or less powerful</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Know that everyone is an individual and has unique and valuable contributions to make</li> <li>Recognise how strengths and interests form part of a person's identity</li> <li>Identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>Know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Identify typical hazards at home and in school</li> <li>Predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>Know about fire safety at home including the need for smoke alarms</li> <li>Discuss the importance of following safety rules from parents and other adults</li> </ul>

Substantive Knowledge

- Know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Year 4		
Relationships	Living in the Wider World	Health & Wellbeing
<p><b>Families &amp; friendships</b></p> <ul style="list-style-type: none"> <li>• Discuss the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• Know strategies to build positive friendships</li> <li>• Know how to seek support with relationships if they feel lonely or excluded</li> <li>• Demonstrate how to communicate respectfully with friends when using digital devices</li> <li>• Discuss how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• Know what to do or whom to tell if they are worried about any contact online</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• Be able to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• Know how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• Know how to manage pressures associated with dares</li> <li>• Discuss when it is right to keep or break a confidence or share a secret</li> <li>• Recognise risks online such as harmful content or contact</li> <li>• Know how people may behave differently online including pretending to be someone they are not</li> <li>• Identify how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul> <p><b>Respecting ourselves &amp; others</b></p> <ul style="list-style-type: none"> <li>• Recognise differences between people such as gender, race, faith</li> <li>• Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• Talk about the importance of respecting the differences and similarities between people</li> </ul>	<p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>• Know the meaning and benefits of living in a community</li> <li>• Recognise that they belong to different communities as well as the school community</li> <li>• Talk about the different groups that make up and contribute to a community</li> <li>• Identify the individuals and groups that help the local community, including through volunteering and work</li> <li>• Demonstrate how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>• Know that everything shared online has a digital footprint</li> <li>• Understand that organisations can use personal information to encourage people to buy things</li> <li>• Recognise what online adverts look like</li> <li>• Compare content shared for factual purposes and for advertising</li> <li>• Discuss why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• Know that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>• Understand how people make different spending decisions based on their budget, values and needs</li> <li>• Know how to keep track of money and why it is important to know how much is being spent</li> <li>• Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• Discuss how people spending money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• Know what good physical health means and how to recognise early signs of physical illness</li> <li>• Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• Know how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• Discuss the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• Identify external genitalia and reproductive organs</li> <li>• Talk about the physical and emotional changes during puberty</li> <li>• Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• Understand strategies to manage the changes during puberty including menstruation</li> <li>• Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• Discuss the challenges of puberty with a trusted adult</li> <li>• Know how to get information, help and advice about puberty</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of taking medicines correctly and using household products safely</li> <li>• Recognise what is meant by a 'drug'</li> <li>• Know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• Identify some of the risks associated with drugs common to everyday life</li> <li>• Understand that for some people using drugs can become a habit which is difficult to break</li> <li>• Know how to ask for help or advice</li> </ul>

Substantive Knowledge

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Year 5		
<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Health &amp; Wellbeing</b>
<p><b>Families &amp; friendships</b></p> <ul style="list-style-type: none"> <li>Know what makes a healthy friendship and how they make people feel included</li> <li>Understand strategies to help someone feel included</li> <li>Discuss peer influence and how it can make people feel or behave</li> <li>Know the impact of the need for peer approval in different situations, including online</li> <li>Understand strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>Know that it is common for friendships to experience challenges</li> <li>Demonstrate strategies to positively resolve disputes and reconcile differences in friendships</li> <li>Know that friendships can change over time and the benefits of having new and different types of friends</li> <li>Recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>Know when and how to seek support in relation to friendships</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>Discuss how to ask for, give and not give permission for physical contact</li> <li>Know how it feels in a person's mind and body when they are uncomfortable</li> <li>Understand that it is never someone's fault if they have experienced unacceptable contact</li> <li>Respond to unwanted or unacceptable physical contact</li> <li>Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> </ul>	<p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>Talk about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>Know the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>Show compassion for the environment, animals and other living things</li> <li>Know about the way that money is spent and how it affects the environment</li> <li>Express their own opinions about their responsibility towards the environment</li> </ul> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>Discuss basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>Know that some media and online content promote stereotypes</li> <li>Assess which search results are more reliable than others</li> <li>Recognise unsafe or suspicious content online</li> <li>Know how devices store and share information</li> </ul> <p><b>Money and work</b></p> <ul style="list-style-type: none"> <li>Identify jobs that they might like to do in the future</li> <li>Talk about the role ambition can play in achieving a future career</li> <li>Know how or why someone might choose a certain career</li> <li>Discuss what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>Identify the importance of diversity and inclusion to promote people's career opportunities</li> <li>Talk about stereotyping in the workplace, its impact and how to challenge it</li> </ul>	<p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Know how sleep contributes to a healthy lifestyle</li> <li>Talk about healthy sleep strategies and how to maintain them</li> <li>Discuss the benefits of being outdoors and in the sun for physical and mental health</li> <li>Know how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>Know how medicines can contribute to health and how allergies can be managed</li> <li>Understand that some diseases can be prevented by vaccinations and immunisations</li> <li>Know that bacteria and viruses can affect health</li> <li>Discuss how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>Recognise the shared responsibility of keeping a clean environment</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Talk about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>Know that for some people their gender identity does not correspond with their biological sex</li> <li>Discuss how to recognise, respect and express their individuality and personal qualities</li> <li>Know ways to boost their mood and improve emotional wellbeing</li> <li>Know about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Identify when situations are becoming risky, unsafe or an emergency</li> </ul>

Substantive Knowledge

Substantive Knowledge	<ul style="list-style-type: none"> <li>Identify whom to tell if they are concerned about unwanted physical contact</li> </ul> <p><b>Respecting ourselves &amp; others</b></p> <ul style="list-style-type: none"> <li>Recognise that everyone should be treated equally</li> <li>Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>Understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>Know the impact of discrimination on individuals, groups and wider society</li> <li>Discuss ways to safely challenge discrimination</li> <li>Know how to report discrimination online</li> </ul>	<ul style="list-style-type: none"> <li>Know that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<ul style="list-style-type: none"> <li>Identify occasions where they can help take responsibility for their own safety</li> <li>Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>Know how to deal with common injuries using basic first aid techniques</li> <li>Understand how to respond in an emergency, including when and how to contact different emergency services</li> <li>Know that female genital mutilation (FGM) is against British law</li> <li>Know what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>
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Year 6			
	Relationships	Living in the Wider World	Health & Wellbeing
Substantive Knowledge	<p><b>Families &amp; friendships</b></p> <ul style="list-style-type: none"> <li>Understand what it means to be attracted to someone and different kinds of loving relationships</li> <li>Know that people who love each other can be of any gender, ethnicity or faith</li> <li>Discuss the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>Talk about the qualities of healthy relationships that help individuals flourish</li> <li>Understand ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>Know that people have the right to choose whom they marry or whether to get married</li> <li>Understand that to force anyone into marriage is illegal</li> <li>Identify how and where to report forced marriage or ask for help if they are worried</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>Compare the features of a healthy and unhealthy friendship</li> <li>Talk about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> </ul>	<p><b>Belonging to a community</b></p> <ul style="list-style-type: none"> <li>Understand what prejudice means</li> <li>Differentiate between prejudice and discrimination</li> <li>Recognise acts of discrimination</li> <li>Discuss strategies to safely respond to and challenge discrimination</li> <li>Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>Know how stereotypes are perpetuated and how to challenge this</li> </ul> <p><b>Media literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>Understand the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>Know how and why images online might be manipulated, altered, or faked</li> <li>Recognise when images might have been altered</li> <li>Know why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>Understand that social media sites have age restrictions and regulations for use</li> <li>Know the reasons why some media and online content is not appropriate for children</li> <li>Understand how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>Talk about sharing things online, including rules and laws relating to this</li> <li>Recognise what is appropriate to share online</li> <li>Report inappropriate online content or contact</li> </ul>	<p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Know that mental health is just as important as physical health and that both need looking after</li> <li>Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>Discuss positive strategies for managing feelings</li> <li>Know that there are situations when someone may experience mixed or conflicting feelings</li> <li>Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>Identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>Know the importance of asking for support from a trusted adult</li> <li>Talk about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>Understand that changes can mean people experience feelings of loss or grief</li> <li>Know about the process of grieving and how grief can be expressed</li> <li>Discuss strategies that can help someone cope with the feelings associated with change or loss</li> </ul>

- Identify strategies to respond to pressure from friends including online
- Discuss how to assess the risk of different online 'challenges' and 'dares'
- Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- Know how to get advice and report concerns about personal safety, including online
- Understand what consent means and how to seek and give/not give permission in different situations

**Respecting ourselves & others**

- Understand the link between values and behaviour and how to be a positive role model
- Discuss issues respectfully
- Listen to and respect other points of view
- Constructively challenge points of view they disagree with
- Know ways to participate effectively in discussions online and manage conflict or disagreements

**Money and work**

- Discuss the role that money plays in people's lives, attitudes towards it and what influences decisions about money
- Talk about value for money and how to judge if something is value for money
- Know how companies encourage customers to buy things and why it is important to be a critical consumer
- Understanding how having or not having money can impact on a person's emotions, health and wellbeing
- Identify common risks associated with money, including debt, fraud and gambling
- Know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
- Know how to get help if they are concerned about gambling or other financial risks

- Identify how to ask for help and support with loss, grief or other aspects of change
- Talk about how balancing time online with other activities helps to maintain their health and wellbeing
- Discuss strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- Know what to do and whom to tell if they are frightened or worried about something they have seen online

**Growing and changing**

- Recognise some of the changes as they grow up e.g. increasing independence
- Talk about what being more independent might be like, including how it may feel
- Know about the transition to secondary school and how this may affect their feelings
- Discuss how relationships may change as they grow up or move to secondary school
- Know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- Identify the links between love, committed relationships and conception
- Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- Know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- Know that pregnancy can be prevented with contraception
- Understand about the responsibilities of being a parent or carer and how having a baby changes someone's life

**Keeping safe**

- Know how to protect personal information online
- Identify potential risks of personal information being misused
- Identify strategies for dealing with requests for personal information or images of themselves
- Identify types of images that are appropriate to share with others and those which might not be appropriate
- Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- Understand what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- Report the misuse of personal information or sharing of upsetting content/ images online
- Know about the different age rating systems for social media, T.V, films, games and online gaming
- Discuss why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- Talk about the risks and effects of different drugs
- Know about the laws relating to drugs common to everyday life and illegal drugs



			<ul style="list-style-type: none"><li>• Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li><li>• Know about the organisations where people can get help and support concerning drug use</li><li>• Know how to ask for help if they have concerns about drug use</li><li>• Talk about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li></ul>
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