Dovedale Primary School
Personal, Social, Citizenship, Health and Emotional Education (PSCHE), Relationships and Sex Education (RSE) and Health Education Curriculum

PSCHE - Long Term Overview
Parents/Carers have the Right to Withdraw their childf from objectives highlighted in yellow.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-confidence and Self-awareness Managing Feelings and Behaviour + CWP Lesson 1, 2, 3 and 4 Managing Relationships					
Year 1	Being Healthy + CWP Lesson 2	Difference and Diversity	Exploring Emotions	Relationships + CWP Lesson 1 and 4	Being Responsible	Bullying Matters + CWP Lesson 3
Year 2	Drug Education	Being Me + CWP Lesson 1	Changes	Growing Up + CWP Lesson 2 and 3	Money Matters	Being Safe + CWP Lesson 4
Year 3	Being Healthy	Difference and Diversity + CWP Lesson 1	Exploring Emotions	Relationships + CWP Lesson 2 and 3	Being Responsible	Bullying Matters + CWP Lesson 4
Year 4	Drug Education	Being Me + CWP Lesson 3 and 4	Changes + CWP Lesson 1	Growing Up + CWP Lesson 2	Money Matters	Being Safe
Year 5	Being Healthy + CWP Lesson 1 and 2	Difference and Diversity	Exploring Emotions + CWP Lesson 3	Relationships + CWP Lesson 4	Being Responsible	Bullying Matters
Year 6	Being Me + CWP Lesson 2	Growing Up + CWP Lesson 1 and 3	Changes	Being Safe + CWP Lesson 4	Money Matters	Drug Education

Christopher Winter Project (Relationships and Sex Education) – Extra lessons - Overview

The Christopher Winter Project Lesson Objectives are highlighted in blue on the skills ladder below.

EYFS	Year 1	Year 2
<u>My Body, My Relationships</u> • Caring Friendships • Being Kind • Different families • My Body, My Choices	<u>Growing Up, Staying Safe</u> • Different Friends • Growing and Changing • Body Safety (Online and Off) • Families & Care	<u>Differences</u> • Gender stereotypes • Male and Female • Naming Body Parts • My body belongs to me
Year 3	**Year 4**	**Year 5**
<u>Valuing Differences and Keeping Safe</u> • Body Differences • Personal Space and Consent • Families and People Who Help Us • Staying Safe and Getting Help – Online	<u>Growing Up with Respect</u> • Changes • What is Puberty? • Healthy Friendships • Valuing Difference	<u>Puberty and Personal Boundaries</u> • Talking about Puberty • The Reproductive System • Puberty Help and Support • Respect, Boundaries and Being an Upstander

Year 6
<u>Puberty, Relationships and Reproduction</u> • Puberty and Reproduction • Communication and Consent in Relationships • Families, Conception and Pregnancy • Communication and respect in relationships and online

Being Healthy

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make healthy choices in relation to food.	People who help us stay healthy and who can help if feeling unwell or hurt. HPP 1 PHF4 How to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health. HPP4 How to keep safe and well in the sun and protect skin from sun damage. HPP2 Why sleep is important; bedtime routines and ways to rest and relax. HPP3 Simple hygiene routines that can stop germs from spreading. HPP5 Who to talk to if they are worried about their health. PHF4 What being healthy means and how physical activity PHF1 Ways to be physically active every day. PHF2 That there are different types of food and drink, with different tastes and textures, and people enjoy different foods. HE2 That food and drink come from different sources (e.g. eggs from chickens,) and how		How to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health. HPP4 About the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves. HPP2 How sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep. HPP3 Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation). HPP5 HPP6 What good physical health means; the characteristics of a balanced, healthy lifestyle. PHF1 About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. PHF3		The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health. HPP1 What good physical health means; the characteristics of a balanced, healthy lifestyle. PHF1 The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. PHF1 PHF2 About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. PHF3 The importance of taking care of mental health and wellbeing, as well as physical health. GW2 About the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves. HPP2 How sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep. HPP3 How to develop healthier eating and drinking habits and how to manage influences on their choices. HE1 HE2 HE4	

	some foods can be changed before they are eaten or drunk. HE1 HE4 That what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink. HE1 HE4 When and how children can make choices about what they eat and drink and who can help them make healthier choices. HE2 About things that can help people feel good (e.g. being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep.) GW1 CWP: Lesson 2 Understand how we grow and change. Learn the correct names for private parts of the body.		The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. HE1 About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods. HE4 About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends). GW1		The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. HE1 About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods. HE4 How and when to speak to adults (including in school) if they are worried about their health. PHF4 CWP – Lesson 1: Learn about the main physical and emotional changes during puberty. L:esson 2: Understand the changes to the reproductive system in puberty.	
Vocabulary						
	Healthy, unwell, hurt, dental health, safe, sun damage, sleep, rest, hygiene, germs, exercise, food, drink, taste, texture, sugar, hygiene, help, sad, happy, excited, angry, frustrated, calm, tired,		Oral hygiene, dental health, risks, sun exposure, healthy lifestyle, sleep, personal hygiene, bacteria, viruses, infection, vaccination, immunisation, physical health, balanced, healthy, unhealthy, risks, balanced		Health, illness, physical health, balanced, mental health, exercise, unhealthy, wellbeing, sun exposure, sun damage, sun safety, sleep, feelings, behaviour, habits, choices, diet, ultra-processed foods, strength, flexibility, stamina, fitness, wellbeing, inactivity, choices,	

	mood, balance, diet, wellbeing, relax, germs, sun safety.		diet, ultra-processed foods, wellbeing, rest, physical activity, sun safety, bacteria, viruses, germs, illness.		influences, habits, sugar, nutritional information, dental health, sleep, allergies, responsibility, safe, illness.	
Drug Education						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		That medicines can help people to stay healthy or feel better if they are unwell. HPP6 That some things that go into or onto bodies can be harmful and how we might know if something is harmful. DATV1 To recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk. DATV1 What is meant by a 'trusted adult' (i.e. someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult. BS5 RKR11 To distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know. RKR11 BS4 BS5		The facts, risks and effects of legal drug products common to everyday life (e.g., alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines). DATV1 How medicines when used responsibly contribute to health; ways to manage common health issues such as allergies and asthma. HPP6 How to predict, assess and manage risk in different situations. PS1 How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard. BS5 BS6 BS7 RKR11		The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over the counter and prescription medicines). DATV1 What can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break. DATV1 To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. DATV1 When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. BFA1 That there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know. DATV1 GW9
Vocabulary						
		Medicines, healthy, unwell, harmful, risk, cleaning fluids, trusted adult, safe, unsafe, help, sick, germs, vaccinations, paracetamol,		Risks, legal drugs, alcohol, caffeine cigarettes, vapes, nicotine pouches, over-the-counter prescription medicines, responsibly,		Risks, legal drugs, alcohol, caffeine, cigarettes, vapes, nicotine, cannabis, over-the-counter and prescription medicines, illegal drugs,

		antibiotics, insulin, swallowed, injected, inhaled, absorbed, rules, dangerous, drugs, tablets.		health issues, trusted adult, support, advice, help, allergies, reaction, diabetes, insulin, asthma, inhaler, cleaning products, harmful, misuse, dangers, rules, energy drinks, consequence, ill, unsafe.		habitats, laws, emergency services, energy drinks, substance, vaccinations, tobacco, peer pressure, addiction.

Difference and Diversity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. RKR8 RKR10 That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things. RKR1 That there are different types of family, and that everyone's family is unique and special. F3 What a family is and who is in our family. F1 F2 How families show love and care, and different ways they can spend time together and share each other's lives. F2 F4 Different jobs that people do, including roles and responsibilities people have in their community.		About the importance of friendships; positive friendships support wellbeing. CF1 What constitutes a positive healthy friendship; that truthfulness and loyalty are also part of this, but when these might be less appropriate. CF2 That healthy friendships make people feel included, safe and happy, how to recognise when they or others feel lonely or excluded, strategies to include others; the importance of seeking support if feeling lonely or excluded. CF1 CF3 CF4 GW6 The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. RKR1 RKR6 GW1 About diversity, personal identity and self-respect; what contributes to who someone is, the benefits of living in a diverse community and that everyone should be treated with respect. RKR5 RKR8		The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. RKR1 RKR6 GW1 About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. RKR5 RKR8 About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. RKR5 RkR6 RKR10 What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. RKR10 How to respond to situations where they experience disappointment or frustration with others. RKR3 How courtesy and manners can be used to show respect; that	

			What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. RKR10 About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. RKR5 RKR6 RKR10 CWP – Lesson 1: Understand that all bodies are unique and to know some of the differences between male and female bodies.		different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. RKR5 RKR7	
Vocabulary						
	Unique, special, same, different, groups, belonging, likes, dislikes, needs, family, love, care, jobs, roles, responsibilities, community.		Friendships, wellbeing, healthy friendship, truthfulness, loyalty, included, safe., happy, lonely, excluded., include, support, responsibilities, respect, care, concern, diversity, personal identity, self-respect, diverse community, stereotypes, behaviours, attitudes, bullying, prejudice, discrimination, discriminate, help.		Responsibilities, care, respect, concern, diversity, personal identity, self-respect, culture, ethnicity, family, faith, hobbies, likes/dislikes, diverse community, prejudice, discrimination, discriminate, help, stereotypes, behaviours, attitudes, bullying, disappointment, frustration, **C**ourtesy, manners, customs, traditions, beliefs, lifestyles.	

Being Me

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a positive sense of themselves, and others. *Have confidence in their own abilities.* Develop the confidence to try new activities and say why they like some activities more than others. Develop the confidence to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities. Say when they do or don't need help		What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. RKR8 RKR10 That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things. RKR1 How to respectfully express their likes, dislikes and needs, and listen to other people. RKR3 RKR5 How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly. GW3 GW4 GW5 CWP – Lesson 1: Explore and challenge stereotypes.		About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. RKR5 RKR8 About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. RKR5 RKR6 RKR10 About why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognizing risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support. OSA2 CWP – Lesson 3: Explore healthy and unhealthy friendships and how to balance our needs with the needs of others. Lesson 4: Explore what makes people unique and how to show respect for those who are different from us.		About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. RKR5 RKR8 How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. RKR5 RKR7 The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. RKR1 RKR6 GW1 About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. RKR5 RKR6 RKR10 CWP – Lesson 2: Understand why communication is important in relationships and why consent matters before any kind of physical touch.

Vocabulary						
		Unique, special, same, different, groups, belonging, likes, dislikes, needs, respect, listen, feelings.		Diversity, personal identity, self-respect, culture, ethnicity, family, faith, hobbies, likes/dislikes, diverse community, respect, prejudice, discrimination, help, online, relationships, risks, harmful content, contact, concerns, trusted adult, support.		Diversity, personal identity, self-respect, culture, ethnicity, family, faith, hobbies, likes/dislikes, diverse community, respect, courtesy, manners, customs, behaviours, traditions, beliefs, lifestyles, different, responsibilities, concern, prejudice, discrimination, discriminate, help.

Exploring Emotions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop their social skills and learn how to manage their feelings. **Talk about how they and others show feelings.** **Talk about their own and others' behaviour, and its consequences.** **Know that some behaviour is unacceptable.** **Work as part of a group or class, and understand and follow the rules.** **Adjust their behaviour to different situations, and take changes of routine in their stride**	How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly. GW3 GW4 GW5 That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well. GW2 GW4 That someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses. GW5 RKR3 About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep). GW1		How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time. GW3 GW4 GW5 About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends). GW1 Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. GW1 That when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively. GW1 When, why, and how to seek help for their own or		How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time. GW3 GW4 GW5 How feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses. GW5 That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad. GW3 GW6 CF3 About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. GW8 If unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health	

	Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies. GW1 GW5 Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help. GW9 How families show love and care, and different ways they can spend time together and share each other's lives. F2 F4 How people make friends and how to be kind and caring in friendships. CF1 CF2 That friends can argue, and they can also make up. CF5 RKR3 Ways to show politeness and respect. RK7 How to play cooperatively; what they can do if they feel upset or angry with someone. RKR3 RKR6		others' wellbeing or mental health; who they can speak to at home and in school. GW9 GW10 How to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5 The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. PHF1 PHF2		difficulty, and there is support available to help people manage this. GW10 When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school. GW9 GW10 How to direct attention and manage distractions to support mental health and wellbeing. GW1 CWP – Lesson 3: Learn how to care for our bodies and feelings during puberty and where to find support.	

Vocabulary						
	Feelings, thoughts, emotions, healthy, comfortable, uncomfortable feelings, strategies, help, love, care, friendships, argue, politeness, respect, cooperatively, sorry, love, care, kindness.		Emotions, intensity, behaviours, wellbeing, self-regulation, feelings, thoughts, setbacks, responses, help, mental health, physical health, comfortable, uncomfortable, exercise.		Feelings, emotions, intensity, behaviour, wellbeing, mental health, lonely, worried, sad, embarrassed, conflicting emotions, actions, consequences, worry, guilt, anger, sadness, disappointment, confusion, advice, mood, relationships, energy levels, daily habits, help, support, advice.	

Changes

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		About growing and changing from young to old and how people's needs change. DB1 How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly. GW3 GW4 GW5 That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well. GW2 GW4 That someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses.GW5 RKR3 About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep). GW1		About change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief. GW8 About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. GW8 About the importance of friendships; that positive friendships support wellbeing.CF1 Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help. GW9 Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. GW1		About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. GW8 How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time. GW3 GW4 GW5 How to manage emotional responses to events outside of their control (e.g. climate change or distressing events). GW5 Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1 Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult. BS4 BS6 OSA2

		Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies. GW1 GW5 About different kinds of change and loss (including death); how change and loss can affect people and who can help. GW8 About preparing to move to a new class or year group and how to manage feelings during times of change. GW3 GW8 Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help. QW9		The shared responsibilities everyone has to care for other people and living things; how to show respect, care, and concern for others. RKR1 RKR6 GW1 CWP – Lesson 1 Understand that puberty is an important stage in the human lifecycle.		Some benefits of preparing meals at home; how to plan and prepare healthy meals. HE3
Vocabulary						
		Growing, changing, young, old, feelings, thoughts, healthy, well, behave, unpleasant feelings, change, loss, help, change.		Change, loss, grief, bereavement, thoughts, feelings, transition, friendships, wellbeing, help, self-regulation, setbacks, responses, responsibilities, respect, care, concern.		Opportunities, challenges, transition, emotions, intensity, self-regulation, feelings, thoughts, setbacks, responses, unsafe, healthy.
Relationships						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Form positive relationships and develop respect for others. **Play co-operatively with others.** **Take turns with others.** **Take account of one another's ideas about how to organise their activity.** **Show sensitivity to others' needs and feelings.** **Form positive relationships with adults and other children.** CWP – Lesson 1 Explore how friendships can help us feel happy and how we can welcome others. CWP – Lesson 2 Explore what happens when friends fall out and how we can make things better. CWP – Lesson 3 Recognise that families can look different and that families help and care for each other. CWP – Lesson 4 Understand that everyone likes different kinds of touch and that we	What friendship is and what makes a good friend. CF1 CF2 CF4 How to share, take turns and include others. CF2 About things that can help people feel good (e.g., playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep). GW1 What makes them unique and special; about the different groups they are part of, and how this can contribute to a sense of belonging.RKR8 RKR10 How to ask for help if a friendship is making them feel unhappy. CF7 How to identify people they can tell, and get help from, if they are worried, upset, or uncomfortable, and why it is important to do so. RKR11 How to play cooperatively; what they can do if they feel upset or angry with someone. RKR3 RKR6 Simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument. CF6 RKR3		What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate. CF2 CF4 RKR3 That healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences. CF1 RKR4 RKR2 That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. CF5 About balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others. RKR1 RKR4 About keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe BS2 How to recognise pressure from others to do something that is unsafe or makes them feel		That there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships. F4 F5 That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse. BS5 BS6 How people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes). CF1 CF2 How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling. RKR3 RKR4 About keeping something confidential or secret, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe. BS2 How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that. BS5 CF7 That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. CF5 That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the	

can say what feels okay or not okay for our body.	About kind and unkind behaviour; that someone's actions and words can be hurtful. RKR3 RKR9 How families show love and care, and different ways they can spend time together and share each other's lives. F2 F4 That people often share food together, e.g., during mealtimes or special occasions. HE2 HE3 What to do if anything about family life is upsetting or concerning. F6 Basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe. BS2 BS5 BS6 CWP: Lesson 1 Learn how to be a kind and welcoming friend, even when people are different to us. Lesson 3 Understand that our private body parts are private, even when we are using screens or video calls. Lesson 4: Know that families are different. Identify adults we can talk to when something doesn't feel right.		uncomfortable, and strategies for managing this. BS5 CF7 How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. F3 CWP – Lesson 2: Understand personal space, body boundaries and what to do if someone makes us feel uncomfortable. Lesson 3: Understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe.		same sex or different sex to them. DB1 DB3 That families should provide love, care, protection, and safety for children as they grow up. F1 F2 F4 CWP – Lesson 4: Understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships.	

Vocabulary						
	Friendships, share, take turns, unique, special, groups, belonging, help, worried, upset, uncomfortable, cooperatively, arguments, kind, unkind, families, love, care, share, pressure, unsafe, uncomfortable.		Friendship, mutual respect, trust, kindness, generosity, sharing interests, support, problems, difficulties, controlling, possessive, differences, needs, wishes, confidential, secret, uncomfortable, worried, unsafe, single parents, LGBT+ parents, blended families, adoption, fostering.		Relationships, friendships, family, romantic relationships, committed, stable, marriage, civil partnerships, harmful, dangerous, abusive, abuse, mutual support, listening,, boundaries commuincate, confidential, secrets, uncomfortable, worried, unsafe, pressure, crushes, same sex, different sex, love, care, protection, safety.	

Growing Up

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		About growing and changing from young to old and how people's needs change. DB1 Simple hygiene routines that can stop germs from spreading. HPP5 That some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina).DB2 That everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC. DB2 BS2 BS3 What to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping		About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts. DB2 The external genitalia and internal reproductive organs in males and females.DB1 The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, periods, body hair); strategies to prepare for and manage these changes. DB1 The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. DB3		The external genitalia and internal reproductive organs in males and females. DB1 The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. DB1 The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. DB3 That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them. DB1 DB3 About the processes of reproduction and birth as part of the human lifecycle;

		trying until they are heard. RKR11 BS6 BS7 When to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully. BS1 About the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe. BS2 BS6 CWP – Lesson 2: Explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle. Focus on sexual difference and body parts.		Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation). HPP5 HPP6 The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. RKR1 RKR6 GW1 How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling. RKR3 RKR4 What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries. BS1 RKR2 How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell. BS3 CWP – Lesson 2: Learn about the emotional and physical changes of puberty, including how the body prepares for reproduction.		how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. (*can be withdrawn from)* That female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk. BS2 BS3 BS6 F6 DB2 About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults. BS1 BS3 How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. F3 CWP – Lesson 1 Understand how the body changes during puberty in preparation for reproduction. *(can be withdrawn from)* CWP - Lesson 3: Understand how families can be formed and how a baby is conceived. (*can be withdrawn from)*

Vocabulary						
		Growing, changing, hygiene, germs, private parts, penis, testicles, scrotum, nipples, vulva, vagina, rules, privacy, safe and unsafe touch, boundaries, unsafe, help, permission, secrets, trusted adult, uncomfortable, worried, embarrassed, unsafe, baby, needs, differences, stereotypes, body parts, permission, touch, secret, safe, unsafe.		Private parts, genitalia, reproductive organs, puberty, mood swings, periods, body hair, changes, menstrual cycle, wellbeing, period products, personal hygiene, bacteria, viruses, hygiene, vaccination, immunisation, responsibilities, boundaries, appropriate/ inappropriate physical contact, womb, sweating, voice changes, greasy hair, spots, pregnancy, personal space, respect, help, secrets.		Genitalia, reproductive organs, males, females, emotional changes, physical changes, mood swings, wet dreams, periods, body hair, menstrual cycle, menstrual wellbeing, periods, period products, reproduction, birth, human lifecycle, prevent, Female Genital Mutilation (FGM), permission, consent, families, single parents, LGBT+ parents, blended families, adoption, fostering, respect, puberty, hygiene, menstruation, sweating, spots, voice changes, body changes, sexual intercourse, conception, sex, in-vitro fertilisation (IVF), consent, safe, unsafe, help.
Being Responsible						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	How to play cooperatively; what they can do if they feel upset or angry with someone. RKR3 RKR6 How to share, take turns and include others.CF2 How families show love and care, and different ways they can spend time together and share each other's lives. F2 F4 That food and drink come from different sources (e.g. eggs from chickens, fruit from		The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. RKR1 RKR6 GW1 What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) BFA2 When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are		The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. RKR1 RKR6 GW1 About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. RKR5 RKR8 What is meant by first aid; basic techniques for dealing with	

	trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk. HE1 HE4 Ways to show politeness and respect. RKR7 How to dial 999 in an emergency (including from a locked mobile phone), and what to say. BFA1 About the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency. BS4 BS7		more important than filming them. BFA1 About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent. WO4 WO10 That the same principles about how to treat others apply in all contexts, including online. OSA1		common injuries (e.g. bruises, scalds, burns, and bleeds). BFA2 When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. BFA1 About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing. WO3	
Vocabulary						
	Cooperatively, upset, angry, share, take turns, include, families, love, care, politeness, respect, 999, emergency, job, safe, help, accident.		Responsibilities, care respect, concern, first aid, common injuries, bruises, scalds, burns, bleeds, emergency services, phone call, safe, reporting, incidents, rights, responsibilities, online, personal data, privacy, consent.		Responsibilities, care, respect, concern, diversity, personal identity, self-respect, culture, ethnicity, family, faith, hobbies, likes/dislikes, diverse community, first aid, common injuries, bruises, scalds, burns, bleeds, emergency services, phone call, reporting, incidents, online, content, behaviour, habits, feelings, wellbeing.	
Money Matters						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		What money is, how people get money, and what it is used for. That money needs to be looked after; different ways of doing this, including keeping money in an account.		That people have different attitudes towards saving and spending money what influences people's decisions about saving and spending, including individual priorities, needs and want		That people have different attitudes towards saving and spending money what influences people's decisions about saving and spending, including individual priorities, needs and want. How money can affect someone's emotions and

		Different ways of paying for things. That money can be saved or spent; that people make different choices about saving and spending money. The difference between needs and wants; that people may not always be able to have the things they want. That everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of. That people can earn money to pay for things by having a job. Different jobs that people do, including roles and responsibilities people have in their community. Some of the strengths and interests someone might need to do different jobs.		That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) Different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account To recognise their achievements and personal strengths; how to set targets to help achieve their goals to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy. Advantages and disadvantages of different ways of paying for things		wellbeing; how to manage feelings about money, including who to talk to. That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics). That there is a broad range of different jobs that people can have; that people often have more than one type of job during their career. That a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways. How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career. That people doing different jobs are paid different salaries and money is one factor that may influence. A person's job or career choice; that people may choose to do voluntary work which is unpaid. That there are different routes into careers (e.g. college, apprenticeship, university). About the kind of job that they might like to do when they are older, whilst recognising that they may

						do a job that does not yet exist, due to societal, environmental and technological changes. Reasons for following rules and age restrictions; how rules and age restrictions for some apps, online gaming and gambling sites help protect personal safety and promote wellbeing. WO5
Vocabulary						
		Money, account, paying, saved, spent, choices, needs, wants, strengths, interests, earn, job, roles, responsibilities, community.		Money, saving, spending, needs, wants, charity, fair trade, single-use plastics, bank account, targets, goals, paying.		Spending, saving, needs, wants, money, charity, fair trade, single-use plastics, jobs, career, aspirations, stereotypes, salaries, voluntary work, college, apprenticeship, university, rules, personal safety, wellbeing.
Bullying Matters						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	How people make friends and how to be kind and caring in friendships. CF1 CF2 What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging. RKR8 RKR10 About kind and unkind behaviour; that someone's actions and words can be hurtful. RKR3 RKR9 How to recognise bullying; how people may feel if they		About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. GW7 RKR9 WO8 About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online. WO1 WO2 That the same principles about how to treat others		About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. GW7 RKR9 WO8 That the same principles about how to treat others apply in all contexts, including online. OSA1 How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted	

	experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying. RKR9 GW7 How to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so. RKR11		apply in all contexts, including online. OSA1 The shared responsibilities everyone has to care for other people and living things; how to show respect, care, and concern for others. RKR1 RKR6 GW1 How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind, and respectful communication online, including when anonymous. WO4 About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. GW8 How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary. CF7 About balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others. RKR1 RKR4 Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise. CF6 RKR3 CWP – Lesson 4:		physical contact, including who to tell. BS3 How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard. BS5 BS6 BS7 RKR11	

			Understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video.			
Vocabulary						
	Friends, friendships, unique, same, different, groups, belonging, kind, unkind, bullying, hurtful behaviour, help.		Bullying behaviours, online, offline, witness, influenced, wellbeing, help, report, respect, care, concern, kind, respectful, communication, anonymous, challenges, opportunities, thoughts, feelings, unsafe, unhappy, uncomfortable, differences, conflict, compromise.		Bullying, influences, witness, online, offline, impact, wellbeing, report, help, acceptable/ appropriate/ unwanted, physical contact, uncomfortable, worried, confused, embarrassed, hurt, unsafe, trusted adult, support, advice, concerns, safety, violence, harm.	

Being Safe

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		What rules are, some basic safety rules and how different rules can help to keep people safe in different situations. PS1 How to recognise potentially harmful or hazardous situations in everyday life, including at home. PS1 How to cross the road safely with adult support. PS2 Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people. WO10 OSA4 OSA5 Different ways people use the internet in everyday life. WO1 That not everything on the internet is true or real. WO7		About the role of rules and laws in keeping people safe. PS1 Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety). PS2 About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults. BS1 BS3 How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help; how to keep trying until they are heard. BS 5 BS6 BS7 RKR11 About rights and responsibilities online; to		Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety). PS2 About the role of rules and laws in keeping people safe. PS1 PS2 About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances. PS1 What AI is (including generative AI) and where it might be encountered in everyday life. WO1 How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing. WO2

		How the internet and digital devices can be used to safely and respectfully communicate with others. WO2 WO4 OSA1 That it is important to be kind online; that people's feelings can be hurt by unkindness online. OSA1 That sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true. OSA2 Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people. WO10 OSA4 OSA5 How rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices WO3 WO5 OSA3 Some benefits and risks of watching videos or playing games online. WO6 WO7 How to tell a trusted adult if they have worries about something online. WO11 CWP – Lesson 4: Understand body privacy, personal boundaries and the importance of consent.		recognise their rights online, in relation to sharing personal data, privacy and consent. WO4 WO10 Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online. OSA6 The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why and how to report concerns online. WO11 The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet. OSA5 How to decide what is appropriate to share online and what should not be shared. OSA4 Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing. WO5		How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see. WO7 WO9 WO10 How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation. WO7 WO9 Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling. WO2 Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online. OSA1 WO4 CWP – Lesson 4: Understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable.
Vocabulary						

		Rules, safety, safe, harmful, hazardous, road safety, crossing, online, personal details, private, internet, digital devices, safely, respectfully, communicate, kind, feelings, behave, age restrictions, private, rules, age restrictions, protect, wellbeing, benefits, risks, trusted adult.		Rules, laws, safe, rail, water, road, cycle, firework safety, permission, consent, friends, peers, adults, trusted adults, support, advice, rights, responsibilities, personal data, privacy, consent help, worried, concerned, upset, embarrassed, frightened, online, risks, age restrictions, apps, streaming services, films, computer games, online gaming, gambling sites, personal safety, wellbeing.		Safe, safety, rail, water, road, cycle, firework safety, rules, laws, hazards, harm, injury, risks, safe., electrical appliances, AI, AI chatbots, wellbeing, information, data, safe, reliable choices, media, manipulated, fabricated, misinformation, disinformation, online behaviour, peer-influence, personal information.