



Families and people who care for me

That families are important for children growing up because they can give love, security and stability	All year groups (PSHE, RE, Journey in Love, All Are Welcome)
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	All year groups (PSHE, RE, Journey in Love, All Are Welcome)
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	All year groups (All Are Welcome, PSHE)
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	All year groups (PSHE, RE, Journey in Love, All Are Welcome)
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 5 and 6 (RE and Journey in Love)
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All year groups (PSHE, RE, Journey in Love, All Are Welcome)

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	All year groups (PSHE, RE, Journey in Love, All Are Welcome)
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	All year groups (PSHE, RE, Journey in Love, All Are Welcome, Gospel Values, British Values)
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)

Respectful relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)
Practical steps they can take in a range of different contexts to improve or support respectful relationships	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)
The conventions of courtesy and manners	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)
The importance of self-respect and how this links to their own happiness	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)
What a stereotype is, and how stereotypes can be unfair, negative or destructive	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values)
The importance of permission-seeking and giving in relationships with friends, peers and adults	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	All year groups (PSHE, Computing/Online Safety)
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous	All year groups (PSHE, Computing/Online Safety)
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	All year groups (PSHE, Computing/Online Safety)
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Years 3, 4, 5 and 6 (PSHE, Computing/Online Safety)
How information and data is shared and used online	Years 3, 4, 5 and 6 (PSHE, Computing/Online Safety)

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)
How to recognise and report feelings of being unsafe or feeling bad about any adult	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)
How to ask for advice or help for themselves or others, and to keep trying until they are heard	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)
How to report concerns or abuse, and the vocabulary and confidence needed to do so	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)
Where to get advice from e.g. family, school and/or other sources	All year groups (PSHE, RE, Journey In Love, All Are Welcome, Gospel Values, British Values, Computing/Online Safety)

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	All year groups (PSHE, All Are Welcome)
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	All year groups (PSHE, All Are Welcome, Zones of Regulation work)
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	All year groups (PSHE, All Are Welcome, Zones of Regulation work)
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	All year groups (PSHE, All Are Welcome, Zones of Regulation work)
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	All year groups (PSHE, All Are Welcome)
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	All year groups (PSHE, All Are Welcome)
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	All year groups (PSHE, All Are Welcome)
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	All year groups (PSHE, All Are Welcome, Computing/Online Safety)
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	All year groups (PSHE, All Are Welcome)
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	All year groups (PSHE, All Are Welcome)

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	All year groups (PSHE, Computing/Online Safety)
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	All year groups (PSHE, Computing/Online Safety)
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Years 3, 4, 5 and 6 (PSHE, Computing/Online Safety)
Why social media, some computer games and online gaming, for example, are age restricted	Years 3, 4, 5 and 6 (PSHE, Computing/Online Safety)
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Years 3, 4, 5 and 6 (PSHE, Computing/Online Safety)
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Years 3, 4, 5 and 6 (PSHE, Computing/Online Safety)
Where and how to report concerns and get support with issues online	All year groups (PSHE, Computing/Online Safety)

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	All year groups (PSHE, PE)
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	All year groups (PSHE, PE)
The risks associated with an inactive lifestyle (including obesity)	All year groups (PSHE, PE)
How and when to seek support including which adults to speak to in school if they are worried about their health	All year groups (PSHE)

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	All year groups (PSHE, Healthy and Active Fortnight)
The principles of planning and preparing a range of healthy meals	All year groups (PSHE) Years 2, 3, 4 and 6 (Science)
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	All year groups (PSHE, Healthy and Active Fortnight) Years 2, 3, 4 and 6 (Science)

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Years 3, 4, 5 and 6 (PSHE)
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Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	All year groups (PSHE)
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	EYFS, Years 1 and 2 (PSHE, Science)
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	EYFS, Years 1 and 2, 5 and 6 (PSHE, Science)
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	EYFS, Years 1 and 2 (PSHE, Science)
About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing	All year groups (PSHE)
The facts and science relating to allergies, immunisation and vaccination	Years 5 and 6 (PSHE)

Basic first aid

How to make a clear and efficient call to emergency services if necessary	All Year groups (PSHE)
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Years 1, 2, 3, 4, 5 and 6 (PSHE)

Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Years 3, 4, 5 and 6 (Journey in Love, PSHE)
About menstrual wellbeing including the key facts about the menstrual cycle	Years 5 and 6 (Journey in Love, PSHE)