



Health and Well Being

| Reception | Year 1 | Year 2 |
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| | <p>I can explain what being healthy means and who helps help me to stay healthy (e.g. parent, dentist, doctor)</p> <p>I can explain that things people put into or onto their bodies can affect how they feel</p> <p>I understand how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>I understand why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>I can explain what they can do to take care of myself on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p>I can explain that people have different roles in the community to help me (and others) keep safe - the jobs they do and how they help people</p> <p>I can explain who can help me in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>I can explain how to respond safely to adults I don't know</p> <p>I know what to do if I feel unsafe or worried for myself or others; and the importance of keeping on asking for support until I am heard</p> <p>I can explain how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p> | <p>I know how rules and restrictions help to keep us safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>I can identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove myself from them</p> <p>I understand how to resist pressure to do something that makes me feel unsafe or uncomfortable, including keeping secrets</p> <p>I understand how not everything I see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>I know how to tell a trusted adult if I am worried for myself or others, worried that something is unsafe or if I come across something that scares or concerns me</p> <p>I know that different things help keep peoples' bodies healthy, including food and drink, physical activity, sleep and rest</p> <p>I know that eating and drinking too much sugar can affect my health, including dental health</p> <p>I know how to be physically active and how much rest and sleep I should have everyday</p> <p>I know that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>I understand how sunshine helps bodies to grow and how to keep safe and well in the sun</p> <p>I know how to recognise, name and describe a range of feelings</p> <p>I know what helps me to feel good, or better if not feeling good</p> <p>I know how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> |



Health and Well Being

| Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>I know how to recognise hazards that may cause harm or injury and what I should do to reduce risk and keep myself (or others) safe</p> <p>I know how to help keep my body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>I know that my body belongs to me and should not be hurt or touched without my permission; what to do and who to tell if I feel uncomfortable</p> <p>I know how to recognise and respond to pressure to do something that makes me feel unsafe or uncomfortable (including online)</p> <p>I understand how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>I can explain how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <p>I know what to do in an emergency, including calling for help and speaking to the emergency services</p> <p>I understand how to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>I understand how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>I understand how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> | <p>I can recognise personal qualities and individuality</p> <p>I can develop self-worth by identifying positive things about themselves and their achievements</p> <p>I know how my personal attributes, strengths, skills and interests contribute to my self-esteem</p> <p>I know how to set goals for myself</p> <p>I know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>I understand how everyday things can affect feelings</p> <p>I understand how feelings change over time and can be experienced at different levels of intensity</p> <p>I know the importance of expressing feelings and how they can be expressed in different ways</p> <p>I know how to respond proportionately to, and manage, feelings in different circumstances</p> <p>I know ways of managing feelings at times of loss, grief and change</p> <p>how to access advice and support to help manage my own or others' feelings</p> <p>I can recognise, predict, assess and manage risk in different situations</p> <p>I know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> | <p>I know how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>I know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>I understand how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>I know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>how to challenge stereotypes and assumptions about others</p> <p>I know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>I know that if someone has experienced a head injury, they should not be moved</p> <p>I know when it is appropriate to use first aid and the importance of seeking adult help</p> <p>I know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p> <p>I understand how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> | <p>I understand how mental and physical health are linked</p> <p>I know how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>I know how to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices <p>I understand that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <p>I can explain how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p> <p>I know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> |



Personal, Social, Health and Relationships Progression of Skills

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| <p>I understand how people make choices about what to eat and drink, including who or what influences these</p> <p>I understand how, when and where to ask for advice and help about healthy eating and dental care</p> <p>I can explain how regular physical activity benefits bodies and feelings</p> <p>I can explain how to be active on a daily and weekly basis - how to balance time online with other activities</p> <p>I understand how to make choices about physical activity, including what and who influences decisions</p> <p>I know how the lack of physical activity can affect health and wellbeing</p> <p>I know how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>I know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p> | <p>I understand how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p> <p>I understand how people's online actions can impact on other people</p> <p>I know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>I know how to report concerns, including about inappropriate online content and contact</p> <p>I understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p> | <p>I understand that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</p> <p>I know how laws surrounding the use of drugs exist to protect them and others</p> <p>I can explain why people choose to use or not use different drugs</p> <p>I know how people can prevent or reduce the risks associated with them</p> <p>I understand that for some people, drug use can become a habit which is difficult to break</p> <p>I understand how organisations help people to stop smoking and the support available to help people if I have concerns about any drug use</p> <p>I know how to ask for help from a trusted adult if I have any worries or concerns about drugs</p> | <p>I understand that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>I know that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p> <p>I understand that mental health difficulties can usually be resolved or managed with the right strategies and support</p> |
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Relationships

| Reception | Year 1 | Year 2 |
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| | <p>I can identify what I like/dislike and are good at.</p> <p>I can explain what makes me special and how everyone has different strengths</p> <p>I can explain how my personal features or qualities are unique to them</p> <p>Explain how people are similar or different to others, and what they have in common.</p> <p>Use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p> <p>Explain that family is one of the groups I belong to, as well as, for example, school, friends, clubs</p> <p>Discuss the different people in a family / those that love and care.</p> <p>Identify family members, or people that are special and what they do to make them feel loved and cared for</p> <p>Identify how families are all different but share common features – what is the same and different about them</p> <p>Discuss different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about a family makes them feel unhappy or worried.</p> | <p>I know how to make friends with others</p> <p>I know how to recognise when I feel lonely and what I could do about it</p> <p>I know how people behave when they are being friendly and what makes a good friend</p> <p>I understand how to resolve arguments that can occur in friendships</p> <p>I know how to ask for help if a friendship is making me unhappy</p> <p>I understand how words and actions can affect how people feel</p> <p>I know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes me uncomfortable or unsafe</p> <p>I can explain why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>I can how to respond if this happens in different situations</p> <p>I know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p> |



Relationships

| Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|
| <p>I understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>I understand how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>I understand how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>I know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>I know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p> <p>I can explain how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>I understand how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>I know how people within families should care for each other and the different ways they demonstrate this</p> <p>I know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> | <p>I understand how people's behaviour affects themselves and others, including online</p> <p>I know how to model being polite and courteous in different situations and recognise the respectful behaviour I should receive in return</p> <p>I can explain about the relationship between rights and responsibilities</p> <p>I know about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p> <p>I understand the rights that children have and why it is important to protect these</p> <p>I know that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>I understand how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p> | <p>I know and explain about the different types of relationships people have in their lives</p> <p>I know how friends and family communicate together; how the internet and social media can be used positively</p> <p>I know how knowing someone online differs from knowing someone face-to-face</p> <p>I can explain how to recognise risk in relation to friendships and keeping safe</p> <p>I understand about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>I know how to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p> | <p>I understand that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>I understand that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p> <p>I know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>I know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>I understand how growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>I know how friendships may change as they grow and how to manage this</p> <p>I know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p> |



Living in the Wider World

| Reception | Year 1 | Year 2 |
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| | <p>I understand what money is – that money comes in different forms</p> <p>I understand how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving</p> <p>I know the difference between needs and wants - that people may not always be able to have the things they want</p> <p>I can explain how to keep money safe and the different ways of doing this</p> <p>I understand how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>I know the responsibilities I have in and out of the classroom how people and animals need to be looked after and cared for</p> <p>I understand what can harm the local and global environment; how we can help care for it</p> <p>I know how people grow and change and how people's needs change as they grow from young to old</p> <p>I know how to manage change when moving to a new class/year group</p> | <p>I know how jobs help people earn money to pay for things they need and want</p> <p>I can explain about a range of different jobs, including those done by people I know or people who work in my community</p> <p>I understand how people have different strengths and interests that enable them to do different jobs</p> <p>I know how people use the internet and digital devices in their jobs and everyday life</p> |



Living in the Wider World

| Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|
| <p>I understand how I belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>I know what is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>I know how the community helps everyone to feel included and values the different contributions that people make</p> <p>I know how to be respectful towards people who may live differently to them</p> | <p>I can explain how people have a shared responsibility to help protect the world around them</p> <p>I know how everyday choices can affect the environment</p> <p>I can explain how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>I can use the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>I know how to show care and concern for others (people and animals)</p> <p>I know how to carry out personal responsibilities in a caring and compassionate way</p> | <p>I can explain how people make decisions about spending and saving money and what influences them</p> <p>I know how to keep track of money so people know how much they have to spend or save</p> <p>I understand how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans)</p> <p>I can explain how to recognise what makes something 'value for money' and what this means to them</p> <p>I understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p> <p>I know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>I know that some jobs are paid more than others and some may be voluntary (unpaid)</p> <p>I know about the skills, attributes, qualifications and training needed for different jobs</p> <p>I know that there are different ways into jobs and careers, including college, apprenticeships and university</p> <p>I know how people choose a career/job and what influences their decision, including skills, interests and pay</p> <p>I know how to question and challenge stereotypes about the types of jobs people can do</p> <p>I know how I might choose a career/job for myself when I am older, why I would choose it and what might influenced my decisions</p> | <p>I understand that people's wellbeing is their thoughts, feelings and actions</p> <p>I know that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>I know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>I can explain how text and images can be manipulated or invented; strategies to recognise this</p> <p>I am able to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>I am able to recognise unsafe or suspicious content online and what to do about it</p> <p>I know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>I understand how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>I know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>I know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>I am able to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> |

Puberty (Knowledge and Content): Years 4-6

| | Year 4 | Year 5 | Year 6 |
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| Girls | <ul style="list-style-type: none"> Sex hormone 'oestrogen' Process of developing this is call puberty. Hygiene: greasy hair, sweating/deodorant, spots Physical Changes: breast/hips (sports bras), body hair, start periods (discussion) Periods: release of an egg, once a month, called menstruation, loss of blood through vagina, shows they are not pregnant, products to use (sanitary towels) Advice and Support | <p>Recap:</p> <ul style="list-style-type: none"> Sex hormone 'oestrogen' Process of developing this is call puberty. Hygiene: greasy hair, sweating/deodorant, spots <p>New Content:</p> <ul style="list-style-type: none"> Physical Changes: breast and hips (bras), body hair (shaving or not) and start periods (diagram of physical changes) Periods: release of an egg, once a month, called menstruation, loss of blood through vagina, shows they are not pregnant, products to use (sanitary towels – other options that are available but need to discuss it with an adult at home) Life Cycle: the egg need to be fertilised to become pregnant without this it is an egg that cannot grow into a foetus/baby (diagram) Advice and Support | <p>Recap:</p> <ul style="list-style-type: none"> Sex hormone 'oestrogen' Process of developing this is call puberty. Hygiene: greasy hair, sweating/deodorant, spots Physical Changes: breast and hips (bras), body hair (shaving or not) and start periods (diagram of physical changes) <p>New Content:</p> <ul style="list-style-type: none"> Periods: release of an egg, once a month, called menstruation, loss of blood through vagina, shows they are not pregnant, products to use (sanitary towels – other options that are available but need to discuss it with an adult at home) (Diagram of uterus and vagina) Life Cycle: the egg need to be fertilised to become pregnant without this it is an egg that cannot grow into a foetus/baby (diagram and explanation about the sperm and egg causing fertilisation) Advice and Support |
| Boys | <ul style="list-style-type: none"> Sex hormone 'testosterone' Process of developing this is call puberty. Hygiene: greasy hair, sweating/deodorant, spots Physical Changes: hair growth, voice breaks, larger testicles and penis. Advice and Support | <p>Recap:</p> <ul style="list-style-type: none"> Sex hormone 'testosterone' Process of developing this is call puberty. Hygiene: greasy hair, sweating/deodorant, spots <p>New Content:</p> <ul style="list-style-type: none"> Physical Changes: hair growth (facial hair and the option to shave), voice breaks, larger testicles and penis (diagram of physical changes) Things not to worry about: penis and testicles becoming firmer/harder, groin aching after exercise | <p>Recap:</p> <ul style="list-style-type: none"> Sex hormone 'testosterone' Process of developing this is call puberty. Hygiene: greasy hair, sweating/deodorant, spots Physical Changes: hair growth (facial hair and the option to shave), voice breaks, larger testicles and penis (diagram of physical changes) Things not to worry about: penis and testicles becoming firmer/harder, groin aching after exercise <p>New Content:</p> <ul style="list-style-type: none"> Physical changes: larger testicles and penis (diagram explaining link between testicles and penis), erection and wet dreams (penis becoming hard when they are enjoying something, can happen in the night and might find they wake up feeling 'damp/wet') Life Cycle: the egg need to be fertilised to become pregnant without this it is an egg that cannot grow into a foetus/baby (diagram and explanation about the sperm and egg causing fertilisation) |

Personal, Social, Health and Relationships Progression of Skills

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| Both | <ul style="list-style-type: none"> • Sex hormones 'oestrogen' and 'testosterone' • Process of developing this is call puberty. • Hygiene: greasy hair, sweating/deodorant, spots • Physical Changes: breast/hips, body hair, start periods, voice breaks, larger testicles and penis. • Periods: happens once a month, shows that they aren't pregnant. • Advice and Support | <p>Recap:</p> <ul style="list-style-type: none"> • Sex hormone 'oestrogen' and 'testosterone' • Process of developing this is call puberty. • Hygiene: greasy hair, sweating/deodorant, spots <p>New Content:</p> <ul style="list-style-type: none"> • Physical Changes: breast and hips (bras), body hair (shaving or not) and start periods, larger testicles and penis (diagram of physical changes) • Periods: release of an egg, once a month, called menstruation, loss of blood through vagina, shows they are not pregnant. • Life Cycle: the egg need to be fertilised to become pregnant without this it is an egg that cannot grow into a foetus/baby (diagram) • Advice and Support | <p>Recap:</p> <ul style="list-style-type: none"> • Sex hormone 'oestrogen' • Process of developing this is call puberty. • Hygiene: greasy hair, sweating/deodorant, spots • Physical Changes: breast and hips (bras), body hair (shaving or not) and start periods (diagram of physical changes) <p>New Content:</p> <ul style="list-style-type: none"> • Reproductive organs (Diagram of uterus and penis/testicles) • Life Cycle: the egg need to be fertilised to become pregnant without this it is an egg that cannot grow into a foetus/baby (diagram and explanation about the sperm and egg causing fertilisation) • Advice and Support |
| Emotions | <ul style="list-style-type: none"> • Sex hormones 'oestrogen' and 'testosterone' • Process of developing this is call puberty. • Emotional rollercoaster • Start to develop feelings for others in terms of relationships as you are trying to figure out who you want as part of your life. | <p>Recap:</p> <ul style="list-style-type: none"> • Sex hormones 'oestrogen' and 'testosterone' • Process of developing this is call puberty. • Emotional rollercoaster <p>New Content:</p> <ul style="list-style-type: none"> • Relationships: having feelings that are more than average, crushes, • Relationships: positive influences, the right to say no | <p>Recap:</p> <ul style="list-style-type: none"> • Sex hormones 'oestrogen' and 'testosterone' • Process of developing this is call puberty. • Emotional rollercoaster • Relationships: having feelings that are more than average, crushes, <p>New Content</p> <ul style="list-style-type: none"> • Relationships: positive influences, the right to say no, it's your body, you have the right to protect yourself from inappropriate and unwanted contact. |