



	EYFS (Personal, social and emotional development)	Years 1 and 2	Years 3 and 4	Years 5 and 6
Health and wellbeing (e-safety to be found separately below)	<ul style="list-style-type: none"> <li>manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)</li> <li>set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</li> <li>be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> <li>about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> </ul>	<ul style="list-style-type: none"> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</li> <li>school rules about health and safety</li> <li>basic emergency aid procedures (calling for help and head injuries, stings and bites, asthma)</li> <li>what is meant by the term 'habit' and why habits can be hard to change</li> <li>about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</li> <li>strategies for keeping physically and emotionally safe including safety in the</li> </ul>	<ul style="list-style-type: none"> <li>how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</li> <li>basic emergency aid procedures (calling for help and head injuries, bleeding, choking, basic life support)</li> <li>which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</li> <li>how their body will, and their emotions may, change as they approach and move through puberty</li> <li>about human reproduction</li> <li>strategies for keeping physically and emotionally safe including road safety</li> </ul>

		<ul style="list-style-type: none"> <li>• the importance of, and how to, maintain personal hygiene</li> <li>• how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</li> <li>• about the process of growing from young to old and how people's needs change</li> <li>• about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</li> <li>• that household products, including medicines, can be harmful if not used properly</li> <li>• rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</li> <li>• about people who look after them, their family networks, who to go to if they</li> </ul>	<p>environment (including rail, water and fire safety)</p> <ul style="list-style-type: none"> <li>• about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> <li>• how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> </ul>	<p>(including cycle safety- the Bikeability programme)</p> <ul style="list-style-type: none"> <li>• about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> <li>• the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> <li>• how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> </ul>
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		<p>are worried and how to attract their attention</p> <ul style="list-style-type: none"> <li>• about the ways that pupils can help the people who look after them to more easily protect them</li> <li>• to recognise that they share a responsibility</li> <li>• what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</li> </ul>		
Relationships	<ul style="list-style-type: none"> <li>• show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• to recognise that their behaviour can affect other people</li> <li>• the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</li> <li>• to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>• to listen to other people and play and work cooperatively (including strategies</li> </ul>	<ul style="list-style-type: none"> <li>• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>• that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, how to respond and ask for help)</li> <li>• to recognise and manage 'dares'</li> <li>• to recognise and challenge stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>• that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</li> </ul>

		<p>to resolve simple arguments through negotiation)</p> <ul style="list-style-type: none"> <li>• to offer constructive support and feedback to others</li> <li>• to identify and respect the differences and similarities between people</li> <li>• to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>• to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>• that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>• to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>• to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</li> <li>• strategies to resist teasing or bullying, if they experience or witness it, whom</li> </ul>	<ul style="list-style-type: none"> <li>• about the difference between the terms associated with sex (gender)</li> <li>• how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online)</li> <li>• that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>• to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise and challenge stereotypes</li> <li>• about the difference between, and the terms associated with gender identity and sexual orientation</li> <li>• how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>• that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> <li>• to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> </ul>
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		to go to and how to get help		
Living in the wider world (economic wellbeing and being a responsible citizen)	<ul style="list-style-type: none"> <li>• explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)</li> <li>• talk about the lives of the people around them and their roles in society (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• how they can contribute to the life of the classroom and school</li> <li>• to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</li> <li>• that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• that they belong to different groups and communities such as family and school</li> <li>• what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</li> <li>• that money comes from different sources and can be used for different purposes, including the</li> </ul>	<ul style="list-style-type: none"> <li>• that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</li> <li>• to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• what being part of a community means, and about the varied institutions that support communities locally and nationally to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>• to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• to consider the lives of people living in other places, and people with different values and customs</li> </ul>	<ul style="list-style-type: none"> <li>• that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</li> <li>• to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• what being part of a community means, and about the varied institutions that support communities locally and nationally to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>• to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• to consider the lives of people living in other places, and people with different values and customs</li> </ul>

		<p>concepts of spending and saving</p> <ul style="list-style-type: none"> <li>• about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li> <li>• ways in which they are all unique; understand that there has never been and will never be another 'them'</li> <li>• ways in which we are the same as all other people; what we have in common with everyone else</li> <li>• about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> </ul>	<ul style="list-style-type: none"> <li>• to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>• that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</li> <li>• what is meant by enterprise and begin to develop enterprise skills</li> <li>• to explore and critique how the media present information</li> <li>• to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> </ul>
e-safety		<ul style="list-style-type: none"> <li>• begin to give some examples of what personal information is</li> <li>• keep a password and personal information private and explain why it is important to do this</li> <li>• know to tell an adult when they see something</li> </ul>	<ul style="list-style-type: none"> <li>• talk about what makes a secure password and why they are important</li> <li>• protect our personal information when we do different things online</li> <li>• use the safety features of websites as well as report concerns to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• protect a password and other personal information</li> <li>• know that anything posted online can be seen, used and may affect others</li> <li>• explain the consequences to myself and others of not communicating kindly and respectfully</li> </ul>

		<p>unexpected or worrying online</p> <ul style="list-style-type: none"> <li>• describe the things that happen online that adults must be told about</li> <li>• begin to recognise an age appropriate website and know what to do if one is discovered</li> <li>• create and follow sensible e-Safety rules</li> <li>• talk about why we should go online for a short amount of time</li> <li>• talk about why it is important to be kind and polite online and in real life</li> <li>• know that not everyone is who they say they are on the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• choose websites and games appropriate for our age</li> <li>• make good choices about how long we spend online.</li> <li>• ask an adult before downloading files and games from the Internet and explain why this is important</li> <li>• talk about the ways we can protect ourselves and our friends from harm online</li> <li>• know that anything we post online can be seen by others</li> <li>• comment positively and respectfully online</li> </ul>	<ul style="list-style-type: none"> <li>• explain the consequences of sharing too much about ourselves online</li> <li>• support friends to protect themselves and make good choices online, including reporting concerns to an adult</li> <li>• discuss the importance of choosing an age-appropriate website or game</li> <li>• know which resources on the Internet can be downloaded and used</li> <li>• explain the consequences of spending too much time online or on a game</li> </ul>
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### Sex Education

It is no longer a statutory requirement for sex education to be taught in primary schools, instead, schools are given the choice as to whether they feel this would be appropriate or not. In recent years we have asked Year 6 parents whether they would like this to be taught to their children in the term before they leave for high school, without exception the response has always been yes. We therefore now offer this as a matter of course, however parents are notified in advance and are able to withdraw their child should they wish to.