

		Relationships Education						
	EYFS - PSED	Y1	Y2	Y3	Y4	Y5	Y6	
Knowledge	-Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Families are important for because they can give low How to recognise if famil making them feel unhapp seek help or advice from how important friendship happy and secure, and ho make friends. Healthy friendships are p towards others, and do no lonely or excluded. Most friendships have ups The importance of respect they are very different fr physically, in character, p backgrounds) The conventions of courter Each person's body belon differences between appr inappropriate or unsafe p contact. Where to get advice e.g.	re, security and stability. y relationships are by or unsafe, and how to others if needed. s are in making us feel w people choose and ositive and welcoming ot make others feel and downs ting others, even when om them (for example, personality or esy and manners. gs to them, and the ropriate and hysical, and other,	Others' families, either in world, sometimes look dii family, but that they shou differences and know tha families are also character Marriage represents a forr recognised commitment of other which is intended to The characteristics of frie- mutual respect, truthfuln loyalty, kindness, generos interests and experiences problems and difficulties. The importance of respect they are very different fro- physically, in character, p backgrounds), or make di different preferences or to the importance of self-re- to their own happiness. Different types of bullying cyberbullying), the impact responsibilities of bystand bullying to an adult) and People sometimes behave including by pretending to not.	fferent from their uld respect those t other children's erised by love and care. mal and legally of two people to each o be lifelong. endships, including ess, trustworthiness, sity, trust, sharing and support with tring others, even when om them (for example, personality or fferent choices or have beliefs. espect and how this links g (including t of bullying, ders (primarily reporting how to get help. e differently online,	The characteristics of hea commitment to each othed difficulty, protection and other family members, the spending time together and lives. The importance of self-ret to their own happiness. What a stereotype is, and unfair, negative or destru The importance of permiss in relationships with frier The same principles apply as to face-to-face relation importance of respect for when we are anonymous. The rules and principles f how to recognise risks, ha contact, and how to repo What sorts of boundaries friendships with peers and digital context). Where to get advice e.g. other sources.	er, including in times of care for children and le importance of and sharing each other's espect and how this links I how stereotypes can be active. ession-seeking and giving ads, peers and adults. I to online relationships hiships, including the others online including or keeping safe online, armful content and rt them. are appropriate in d others (including in a	



		Relationships Education						
	EYFS - PSED	Y1	Y2	Y3	Y4	Y5	Y6	
Knowledge				The rules and principles how to recognise risks, h contact, and how to report The concept of privacy a for both children and ad not always right to keep being safe. Where to get advice e.g. other sources.	narmful content and ort them. and the implications of it ults; including that it is secrets if they relate to . family, school and/or			
Skills	Children play co- operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	 How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others. 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. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others and to keep trying until they are heard. How to report concerns or abuse and the vocabulary and confidence needed to do so. 		How to recognise if fami making them feel unhap seek help or advice from Recognise what sorts of appropriate in friendship	py or unsafe, and how to o others if needed. boundaries are os with peers and others. nd appropriately to adults all contexts, including ot know. or abuse, and the	 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 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. Practical steps they can take in a range of different contexts to improve or support respectful relationships. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to report concerns or abuse, and the vocabulary and confidence needed to do so. 		



		Physical health and mental wellbeing					
	EYFS	¥1	Y2	Y3	Y4	Y5	Y6
Knowledge		Mental wellbeing is a nor the same way as physical There is a normal range of happiness, sadness, ange nervousness). The benefits of physical e outdoors on mental wellb Isolation and loneliness of that it is very important of their feelings with an adu Where and how to seek si school they should speak about their own mental w The importance of keepin private. The characteristics and m benefits of an active lifes The importance of buildin daily and weekly routines What constitutes a health understanding calories ar content). The characteristics of a p associated with unhealth example, obesity and too	health. of emotions (e.g. r, fear, surprise, exercise and time being and happiness. an affect children and for children to discuss ult and seek support. upport including whom in to if they are worried vellbeing ng personal information hental and physical style. ng regular exercise into s. ny diet (including nd other nutritional boor diet and risks y eating (including, for	There is a normal range of happiness, sadness, ange nervousness) and scale of humans experience in rele experience. The benefits of physical of community participation happiness. Simple self-care techniqu importance of rest, time family and the benefits of Bullying (including cyberl impact on mental wellbe For most people the inter- life and has many benefit The benefits of rationing The importance of keepin private. Why social media, some of online gaming, for examp The importance of buildin daily and weekly routines this; for example, walkin daily active mile or other vigorous exercise.	r, fear, surprise, f emotions that all lation to different exercise, time outdoors, on mental wellbeing and ues, including the spent with friends and of hobbies and interests. bullying) has a negative ing rnet is an integral part of ts. time spent online, ng personal information computer games and ole, are age restricted. ng regular exercise into s and how to achieve g or cycling to school, a	Bullying (including cyberl impact on mental wellbe It is common for people the health and that often the resolved if the right supp Benefits of rationing time of excessive time spent of the impact of positive an online on their own and of physical wellbeing. Internet can be a negative abuse, trolling, bullying a place, impacting on men Characteristics of a poor with unhealthy eating (e. decay) and other behavior alcohol on health). The facts about legal and substances and associate use and drug-taking). How to recognise early si such as weight loss, or un the body. Safe and unsafe exposure reduce the risk of sun da The importance of suffici	 voluntary and service- wellbeing and happiness. bullying) has a negative ing. co experience mental ill e problems can be oort is made available. e spent online, the risks on electronic devices and d negative content others' mental and we place where online and harassment can take tal health. diet and risks associated .g. obesity and tooth ours (e.g. the impact of d illegal harmful d risks (smoking, alcohol gns of physical illness, nexplained changes to e to the sun, and how to mage. ient good quality sleep a lack of sleep can affect to learn. ating to allergies,



		Physical health and mental wellbeing						
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
Knowledge		importance of handwash	ient good quality sleep. enefits of good oral ing, including regular rms including bacteria, read and treated, and the ing.	The risks associated with (including obesity). The principles of planning of healthy meals. Safe and unsafe exposure reduce the risk of sun dar The importance of sufficie for good health.	g and preparing a range to the sun, and how to nage. ent good quality sleep	Concepts of basic first-aid, for example dealing with common injuries including head injuries. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Menstrual wellbeing including the key facts about the menstrual cycle.		
Skills		How to recognise and tal Where and how to report online. How to make a clear and emergency services if ne	concerns with issues efficient call to	How to recognise and talk including having a varied use when talking about th feelings. How to judge whether wh how they are behaving is proportionate. Where and how to seek su recognising the triggers for including whom in school they are worried about th else's mental wellbeing. How to be a discerning co online including understar including that from search selected and targeted. Where and how to report support with issues online	vocabulary of words to heir own and others' hat they are feeling and appropriate and upport (including or seeking support), they should speak to if heir own or someone onsumer of information nding that information, h engines, is ranked, concerns and get	emotions (including issue How to consider the effe on others and know how	for seeking support), I they should speak to if heir own or someone or ability to control their es arising online). Ect of their online actions to recognise and display ine and the importance of ation private.	