



This area includes health education, promoting good behaviour and developing children's awareness of themselves and others in the local and world-wide community. It involves children learning to keep themselves fit and healthy and develop a set of personal values and beliefs, including respect for themselves and for others. It concentrates on developing children's knowledge and understanding of their roles and responsibilities and how to make a positive contributions to society. They learn about democracy and how local and national government works.

At Brindishe Schools we teach our children the importance of British Values and Brindishe Values.

Subject content	Objectives	Vocabulary	DFE Statutory Guidance
Families and people who care for me	<p>To know that there are lots of different ways that families are made.</p> <p>Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>Identify their special, trusted people (family, friends, carers), what makes them special and how special people should care for one another.</p>	<p>Special people, caring, safe, friends, family, carers, care, similarities, differences, upset, worried, anxious, afraid, kind</p>	<p>that families are important for children growing up because they can give love, security and stability</p> <p>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</p>
Caring friendships	<p>Identify and share feelings with others</p> <p>Recognise that their behaviour and actions can affect other people</p> <p>Take turns, share and understand the need to return things that have been borrowed.</p>	<p>Likes, dislikes, taking turns, behaviour, actions, a range of feelings and emotions, managing feelings</p>	<p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Respecting ourselves and others (including Citizenship)	<p>Know that all people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings).</p> <p>Describe ways in which everyone is unique (including themselves); understand that there has never been and will never be another 'them'</p> <p>Recognise the similarities and differences between each other and treat others with sensitivity, fairness and respect</p> <p>Recognise that they belong to different groups and communities such as family and school</p> <p>Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>Appreciate that their own feelings and actions have an impact on others</p> <p>Appreciate ways in which people learn to live, play and work together, by listening and discussing</p> <p>Help construct, and agree to follow, group, class and school charters and to understand how these statements help them.</p> <p>Think about caring for the environment, issues such as litter</p>	<p>Rights, respect, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special, people, similarities, differences, strengths, achievements, help, emergencies, environment, charter, rules, sharing, discussions, views</p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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</p> <p>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</p>
Online relationships and internet safety and harms	<p>Recognise that technology can be used to communicate with others (including mobiles and texting).</p> <p>Know the SMART rules to keep safe online (Safe, Meet, Accept, Reliable, Tell)</p> <p>Recognise that they have information that belongs to them (name, address, DOB, school etc) and know that they should not share this online.</p>	<p>Communication, talking, texting, messaging, emailing, online, safety, information, personal, private</p>	<p>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</p> <p>know the simple rules and principles for keeping safe online</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>
Being safe (including health and prevention and basic First Aid)	<p>Identify the basic rules for keeping safe and healthy.</p> <p>Know when seek help and who they to ask (including dialling 999).</p> <p>Know rules for and ways of keeping physically and emotionally safe including stranger danger, road safety</p> <p>Recognise that choices can have good and not so good consequences.</p> <p>Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (NSPCC Pants: The Underwear Rule)</p> <p>Recognise good and uncomfortable feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>Know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping a secret that makes them feel uncomfortable, anxious or afraid.</p>	<p>Asking for help, secret, surprise, safety, physical contact, touch, acceptable, unacceptable, privacy, private, respect privacy</p>	<p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>

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Physical and mental wellbeing (including healthy eating, drugs, alcohol and tobacco)	<p>Know that we have a right to be physically and mentally healthy and a responsibility to keep healthy, including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Recognise good and not so good feelings, develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>Know that household products, including medicines, can be harmful if not used properly.</p>	<p>Health, well-being, healthy eating, physical activity, sleep, rest, dental health, communicating, feelings, empathy, behaviour, fair/unfair, bodies, hurt, comfortable, teasing</p> <p>Medicines, household products, safety, risk, danger</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>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</p>
Growing and changing	<p>Recognise similarities and differences (physical and emotional) between themselves and others and treat others with sensitivity and respect</p> <p>Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>Change, loss, growing, changing, young to old, independence, correct terminology for body parts (including genitalia)</p>	<p>the benefits of physical exercise, time outdoors and joining in groups on mental wellbeing and happiness</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>the characteristics and mental and physical benefits of an active lifestyle</p> <p>know how to make a clear and efficient call to emergency ser-</p>

Subject content	Objectives	Vocabulary	DfE Statutory Guidance:
Families and people who care for me	Identify their special people (family, friends, carers), what makes them special and how special people should care for one another. Know about the ways in which the people who look after them can protect them	same/ different protect fair/unfair , right/wrong agree/disagree ,resolve, asking for help, caring, special people, groups, communities, roles, help, emergencies	Understand the characteristics of healthy family life, commitment to each other, protection and care for each other, the importance of spending time together and sharing each other's' lives Know that stable, caring relationships are at the heart of happy families and are important for children as they are growing up
Caring friendships	Recognise what is fair and unfair, kind and unkind, what is right and wrong Build strategies to resolve simple arguments through negotiation and offer constructive support and feedback to others To recognise different types of teasing and bullying and to understand that these are wrong and unacceptable To know it is unacceptable to treat someone differently or unfairly because of their gender, race, religion, ethnicity etc. Recognise they have a responsibility to speak up and tell an adult if they see or hear something that they believe is unfair or wrong.	fair, unfair, unkind, kind, right, wrong, discussion, negotiation, support, help, teasing, bullying, acceptable, unacceptable	Know how important friendships are in making us feel happy and secure, and how people choose and make friends Understand that healthy friendships are positive and welcoming towards others, and do not make them feel lonely or excluded. Know 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
Respecting Ourselves and Others (including Citizenship)	Help construct, and agree to follow, group, class and school charters and to understand how these expectations help them Recognise the difference between their 'needs' and their 'wants.' Contribute to the life of the classroom and school Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals Develop strategies and skills needed to care for their local, natural and built environments. Learn about 'change', including transitions – birth, loss, separation, divorce and bereavement and be able to talk about the emotions involved. Identify and respect the difference and similarities between people	everybody, individual, unique, special, rights, responsibilities, sharing, discussion, views, needs, wants, opinions, classroom/school rules/ charter, emotions, birth, loss, separation, marriage, divorce, bereavement, similarities, differences, cooperating, resolving arguments	Know how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed Understand the need to respect others, even when they are very different from them or make different choices or have different preferences or beliefs Know about different types of bullying and its impact on them and on others and how to get help Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. know how information and data is shared and used online. Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) Understand 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
Online relationships and Internet safety and Harms	Children know the reasons why people might share images online. They know they need to ask someone's consent before they share someone's picture online, and that they can say no if someone wants to share their image. Children know things online can last a long time and can be copied. Children know that people's online identity can be different to their real-life identity. Children know they need to be kind online. Children know technology allows us to communicate with people we don't know – eg emailing a different school. Children know that sometimes they might see content online that makes them feel upset or uncomfortable, and how to report this. Children will be able to explain why using technology too much can have a negative impact on mental wellbeing and know strategies to help limit the time spent.	online, offline, consent, share, digital footprint, identity, true, email, text, video, photograph, text, report, block,	Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know Know how to report concerns or abuse, and the vocabulary and confidence needed to do so Understand that mental wellbeing is a normal part of daily life, in the same way as physical health Know 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

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Being safe (including Health and Prevention and Basic First Aid)	Recognise safe and unsafe situations Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. 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) Communicate their feelings to others, to recognise how others show feelings and how to respond To use simple rules for dealing with strangers, and for resisting pressure from either strangers or people known to them when they feel uncomfortable Learn when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets and I know this can happen when communicating online. Understand safety in the local environment (including the park) and rail, water and fire safety.	medicines, household products, safety, risk, safety, road, fire, rules, secrets, surprises, safety, physical contact, touch, acceptable, unacceptable, feelings, bodies, hurt, comfortable, teasing, bullying, privacy, respecting privacy,	Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Where and how to seek support including whom in school to speak to if they are worried about someone Know 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 Understand 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 Know what constitutes a healthy diet (including understanding calories, and other nutritional content) Understand the principles of planning and preparing a range of healthy meal Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Understand the importance of sufficient good quality sleep for good health Understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Know how to make a clear and efficient call to emergency services if necessary
Physical and mental wellbeing (including Healthy Eating, Drugs, Alcohol and Tobacco)	To communicate their feelings to others, to recognise how others show their feelings and how to respond. Understand the importance of, and how to maintain, personal hygiene Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others and to develop simple skills to help prevent diseases spreading. To understand that prescribed medicines are to be taken only by the named person To understand the dangers of too much exposure to the sun (including skin cancer), and how they can protect themselves and keep their skin and eyes safe.	communicating, feelings, empathy, likes, dislikes, choices, health, wellbeing, healthy eating, physical activity, sleep, dental health, feelings, managing feelings, hygiene, cleanliness, germs	Understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Know how to make a clear and efficient call to emergency services if necessary
Growing and Changing	Know about growing and changing and new opportunities and responsibilities that increasing independence may bring Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) Know about rituals associated with birth, marriage and death and to be able to talk about the emotions involved Name the main external parts of the body (including external genitalia – penis/vulva) and the bodily similarities and differences between boys and girls Know the needs of babies and young people	change, loss, growing, changing, young to old, independence, responsibility, opportunities, correct terminology, body parts, external genitalia	Understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Know how to make a clear and efficient call to emergency services if necessary

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Families and people who care for me	<p>Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>Learn that families and family life do not always look the same and that they should respect different family structures.</p> <p>Learn that love and care within families is important for their happiness and security.</p>	<p>Responsibility, healthy, safe, responsible, support, advice, love, care, structures, similarities, differences.</p>	<p>that families are important for children growing up because they can give love, security and stability</p> <p>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</p>
Caring friendships	<p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Recognise and respond appropriately to a wider range of feelings in others</p> <p>Recognise different types of relationship, including those between acquaintances, friends, relatives and families, and that the sort of physical contact we have with these people will differ.</p>	<p>mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support, feelings, empathy, recognising others' feelings, friendships, families, relatives, acquaintance, couples, positive relationships</p>	<p>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.</p> <p>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.</p>
Respecting ourselves and others (including Citizenship)	<p>Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>Understand that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010)</p> <p>Know that their actions affect themselves and others, and the importance of permission seeking and giving in relationships with peers, friends and adults.</p> <p>Listen and respond respectfully (with courtesy and manners) to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>To know it is unacceptable to treat someone differently or unfairly because of their gender, race, religion, ethnicity etc.</p> <p>Recognise they have a responsibility to speak up and tell an adult if they see or hear something that they believe is unfair or wrong.</p> <p>Develop an understanding of what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>To understand that we live in a democracy and that with individual liberty comes responsibility.</p> <p>To recognise why rules and laws are important.</p>	<p>Human Rights, Unicef, United Nations, people, identity, similarities, differences, diversity, equality, listening, viewpoints, opinions, respect, manners, courtesy, duty rights holders, duty bearers, bullying, discrimination, community, communities, values, customs, volunteers, democracy, rules, laws, making and changing rules</p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>the conventions of courtesy and manners.</p> <p>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.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships and internet safety and harms	<p>Understand what the term 'digital footprint' means, and that the way a person presents themselves online will stay with them.</p> <p>Understand that communication is how we build relationships with people, and that online this can be more difficult as using acronyms, emojis, and not seeing someone's body language can lead to misunderstandings</p> <p>Know that people who have put things online (photographs, stories) belong to them, and they need their permission to share it.</p> <p>Understand the importance of 'Share with Care', and that sharing an image can be hurtful and make it more difficult for an image or a video to be removed from online.</p> <p>Learn how technology can have an impact on sleep, and how this can impact other areas of life and well-being.</p>	<p>digital footprint, safety, online, personal information, passwords, images, data, image, impact, consequence, effect</p>	<p>that for most people the internet is an integral part of life and has many benefits</p> <p>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</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>how information and data is shared and used online.</p> <p>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.</p>

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Being safe (including health and prevention and basic First Aid)	<p>Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use, the risks in their local environment or being home alone) and to use this as an opportunity to build resilience – link to educational visits</p> <p>Learn about road safety and stranger danger.</p> <p>Understand strategies for keeping physically and emotionally safe including road safety or when using public transport.</p> <p>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</p> <p>Follow the school rules about health and safety, basic emergency first aid procedures (where and how to get help)</p>	<p>advice, support, asking for help risk, danger, hazard, responsibility, safety, predict, resilience, stranger, dangerous, pressure, managing pressure, influences, media, peer, actions, behaviour, consequences, rules, emergency, safety, roads, cycle, rail, bus, different types of crossings</p>	<p>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</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>the characteristics and mental and physical benefits of an active lifestyle</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p>
Physical and mental well-being (including mental health, healthy eating, drugs, alcohol and tobacco)	<p>Know that we have a right to be physically and mentally healthy and we have a responsibility to keep healthy.</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>Be able to talk openly about what makes us feel scared or uneasy and know who we can tell</p> <p>Be aware that people experience a range of feelings and emotions</p> <p>Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>Learn about 'change', including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<p>Balanced lifestyles, balanced diet, choices, health, healthy, wellbeing, food, achievements, aspirations, strengths, goals, target-setting, collaborative working, shared goals, range of emotions, conflicting emotions, managing feelings, happiness, sadness, anger, fear, surprise, nervousness, change, transitions, loss, separation, divorce, bereavement</p>	<p>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</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the principles of planning and preparing a range of healthy meals</p> <p>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)</p>
Our changing bodies and intimate relationships	<p>Judge what kind of physical contact is acceptable or unacceptable (for example hurting, touching private areas, overly tactile) and how to respond, including what they should do or say if they feel uncomfortable.</p> <p>Know the importance of saying 'no' if something feels wrong or uncomfortable.</p> <p>Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>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</p> <p>Describe the process of growing from young to old and how people's bodies and needs change</p>	<p>physical contact, touch, acceptable, unacceptable, confidentiality, secrets, surprises, personal safety, privacy, sharing, personal boundaries</p>	<p>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.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p>

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Families and people who care for me	<p>Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>Know who to turn to if they feel they are not being listened to or people who are meant to care for them are putting them in danger/making them feel unsafe/unhappy.</p> <p>Be aware of different family groupings.</p>	<p>friendships, families, couples, positive relationships, communities, volunteers, pressure groups, health, wellbeing</p>	<p>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.</p>
Caring friendships	<p>Recognise and manage 'dares'</p> <p>Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<p>actions, behaviour, consequences, dares, challenges,</p>	<p>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</p>
Respecting ourselves and others (including Citizenship)	<p>Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>Understand that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010)</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>Recognise and challenge stereotypes, including race and gender</p> <p>Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view</p> <p>Consider the lives of people living in other places, and people with different values and customs</p> <p>Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>Work collaboratively towards shared goals</p> <p>Understand 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</p>	<p>people, rights, human rights, children's rights, responsibility, rights holders, duty bearers, community, home, school, environment, identity, similarities, differences, equality, diversity, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability, feelings, empathy, recognising others' feelings, listening, viewpoints, opinions, respect, people, places, values, customs, disputes, conflict, feedback, support, negotiation, compromise, resolving problems, bullying, discrimination, discussion, debate, topical issues, problems, events, aggressive behaviour, stereotypes, collaborative working, shared goals</p>	<p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>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.</p> <p>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.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>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.</p>
Online relationships and internet safety and harms	<p>Learn that online identities can be copied, modified and altered, and it is important to only share images and information they are happy for anyone to know. Understand the Billboard Test.</p> <p>Understand that people may represent themselves differently for different audiences, and how this may look online.</p> <p>Know that all relationships are built on trust and respect, and they can take back trust at anytime. Understand how it can be more difficult to trust someone online, as it can be difficult to know someone's real identity.</p> <p>Know that people can pretend to be you, people's friends, and that sometimes, people online are computer programmes pretending to be real people, and these can be difficult to recognise. Understand these can be used to share opinions and encourage people to buy products.</p> <p>Understand that lots of people sharing the same opinion does not make that opinion true, and that using a search engine can give both facts and opinions, and it is important to challenge information seen online.</p>	<p>media, images, information, reality/fantasy, true/false, trust, identity, representing, respect, audience, opinion, search engine, safety, online, personal information, passwords, advice, support, asking for help</p>	<p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p>

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Being safe (including health and prevention and basic First Aid)	Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment or being home alone) and to use this as an opportunity to build resilience. Understand strategies for keeping physically and emotionally safe including road safety, and safety in the local environment (including rail, water, public transport or home alone). Know in an emergency who should be contacted. Consider situations which are emergencies and which are not. Know who the emergency services are and how to make a 999 call. Know emergency phone numbers of adults who can help us. Know the role of the charity CRIMESTOPPERS and Childline Discuss situations when children are left at home which may be potentially dangerous e.g. locked out, fire or a stranger at front door. Rehearse escape plans and what to do. Know when it is and isn't appropriate to keep / share secrets	risk, danger, hazard, responsibility, safety, safety, roads, cycle, rail, water, fire, potential, rehearse, escape,	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 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 be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. where to get advice e.g. family, school and/or other sources. that mental wellbeing is a normal part of daily life, in the same way as physical health.
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	Deepen their understanding of good and not so good feelings: to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Recognise when they need help and to develop the skills to ask for help (link to physical and mental well-being). Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. Understand 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 (link to dental - science) Know that bacteria and viruses can affect health and that following simple routines can reduce their spread Know what is meant by the term 'habit' and why habits can be hard to change Learn about 'change', including loss, separation, divorce and bereavement	balanced lifestyles, choices, health, wellbeing, balanced diet, choices, food, influences, conflicting emotions, feelings, managing feelings, bacteria, viruses, hygiene routines, emergency aid, help, safety, rules, habits, change, transitions, loss, separation, divorce, bereavement	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 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 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). how and when to seek support including which adults to speak to in school if they are worried about their health. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
Our changing bodies and intimate relationships	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Know that that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment Know that marriage and civil partnerships are commitments freely entered into by both people, that no one should have to get married or civil partnered they don't absolutely want to do so or are not making the decision freely for themselves Know 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 Judge what kind of physical contact is acceptable or unacceptable (for example hurting, touching private areas, overly tactile) and how to respond, including what they should do or say if they feel uncomfortable. Know that we all have rights to privacy Describe the process of growing from young to old and how people's needs and bodies will/ may change. Understand the physical and emotional changes that occur during puberty, (also linked to personal hygiene) and be reassured that emotional changes are a normal Know that personal hygiene becomes more important as puberty approach	physical contact, touch, acceptable, unacceptable, privacy, sharing, personal boundaries, personal safety, confidentiality, secrets, surprises, hygiene, puberty, physical and normal, different, emotional changes, marriage, civil partnership, commitment, promises, vows, law, decision, choice, love, care, forced marriage,	the facts and science relating to allergies, immunisation and vaccination. how to make a clear and efficient call to emergency services if necessary that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 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. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to recognise and report feelings of being unsafe or feeling bad about any adult.

Subject content	Objectives	Vocabulary	DfE Statutory Guidance
Families and people who care for me	<p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>Recognise if family relationships are making them feel unhappy or unsafe and who to seek support and advice from if needed.</p>	<p>communities, volunteers, voluntary, pressure groups, health, wellbeing</p> <p>friendships, families, acquaintance, couples, positive relationships</p>	<p>Know 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.</p> <p>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.</p> <p>*how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p>	<p>relationships, unhealthy, feelings, empathy, recognising others' feelings, bullying, abuse, prejudice, trolling, dares, pressure, managing pressure, influences, media, peer</p>	<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>*that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>
Respecting ourselves and others (including Citizenship)	<p>Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>Know that the universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>Know that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010)</p> <p>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)</p> <p>Discuss prejudice and discrimination, and respecting diversity, beliefs and practices of others.</p> <p>Discuss the signs, effects and strategies for dealing with racism, sexism, religious intolerance, xenophobia, homophobia, biphobia and transphobia.</p> <p>Recognise and challenge stereotypes</p> <p>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</p> <p>Discuss and respond, when appropriate, to world events such as natural disasters, protests, terrorist attacks or special occasions.</p>	<p>rights, duties, environment, values, customs, people, difference, diversity, identity, family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, ability, racism, sexism, religious intolerance, xenophobia, homophobia, biphobia transphobia, acceptable, unacceptable, communities, volunteers, pressure groups, resolving points of view, anti-social behaviour, aggression, bullying, trolling, debate, discrimination, stereotypes, discussion, natural disasters, protest, terrorist attacks, special occasions.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p>
Online relationships and internet safety and harms	<p>Describe different types of media. Know that media influences people's understanding of the world and can shape ideas about gender and gender roles.</p> <p>Develop strategies for respectfully challenging opinions they disagree with including inappropriate messages about race, gender and identity online.</p> <p>Understand that being online means you can collaborate positively with like-minded people, but it is important to seek out information from a range of sources.</p> <p>Know there are people online who want to cause physical and mental harm. Recognise what to do if they see this happen, who to speak to and know it is not a child's fault.</p> <p>Learn the 'THINK' (is it, True, Helpful, Inspiring, Necessary and Kind) rules, and recognise it is easier to say hurtful things online.</p> <p>Recognise there are pressures when using technology (gaming scores, being online FOMO). Recognise when they or a friend might need support, and who might provide that support.</p>	<p>social media, information, forwarding, safety, online, personal information, passwords, images, media (different types), acceptable, unacceptable,</p>	<p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>

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Being safe (including health and prevention and basic First Aid)	Differentiate between the terms, 'risk', 'danger' and 'hazard' Recognise how their increasing independence brings increased responsibility to keep themselves and others safe Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). Recognise what a crime is and how committing a crime can affect lives. Know how to keep safe on the roads and railways when travelling independently. Pre-empt what risky situations may arise when home alone or walking home alone and consider ways of keeping safe. Know that carrying a mobile phone can help you feel safe but it can also make me unsafe. Discuss the risks of carrying a mobile phone Understand that some strangers may be unsafe and know how to deal with a situation when faced with a stranger trying to communicate with us.	actions, behaviour, consequences, mobile phones, responsibility, safe use, advice, support, asking for help, safety, roads, cycle, rail, water, fire, strangers, danger, risk, safety, emergency aid, help, safety, rules	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 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. 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 where and how to report concerns and get support with issues online. 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.
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	Know they have the right to be physically and mentally healthy and a responsibility to keep healthy. Know what positively and negatively affects their physical, mental and emotional health and who to turn to if they need help. Know the importance of respecting and caring for themselves and how this links to their own happiness and mental health. Know the importance of good quality sleep on mental and physical health: know that a lack of sleep can have an impact on weight, mood and ability to learn. Know that feeling lonely can have negative impact on mental health and the importance of talking to others to seek support. Know which, why and how, commonly available substances (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety. Learn about 'change', including transitions, loss, separation, divorce and bereavement	conflicting emotions, feelings, managing feelings, balanced lifestyles, choices, health, wellbeing, drugs, alcohol, tobacco, medicines, caffeine, stimulant, energy drinks, substance, illegal, habit, change, transitions, loss, separation, divorce, bereavement	that mental wellbeing is a normal part of daily life, in the same way as physical health. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate the importance of self-respect and how this links to their own happiness. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
Our changing bodies and intimate relationships	Learn how to take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact. Judge what kind of physical contact is acceptable or unacceptable and how to respond (including hurting, touching private areas, forcing). Know the right to say 'no' and what is meant by 'consent' Understand the concept of 'keeping something confidential or secret', and when it is right to 'break a confidence' or 'share a secret' Know, understand and describe how bodies and emotions change approaching and during puberty Know that 16 is the legal age of consent to have sex (this includes sexual intercourse, penetrative sex and any sort of sexual touching) but 16 may not necessarily be the right age for someone to start having sex and many people do not have sex for the first time until they are older. Learn about human reproduction, the main stages of the human lifecycle and the birth process. Learn that people may choose to have, choose not to have or be unable to have children and that babies can be made in different ways, such as through IVF. Know it is possible to prevent fertilisation Appreciate the responsibilities, and be aware of the skills, of parenting Recognise the difference between, and the terms associated with gender, gender identity and sexual orientation.	privacy, sharing, personal boundaries, confidentiality, secrets, surprises, personal safety, physical contact, touch, acceptable, unacceptable, consent, human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers, IVF, gender, gender identity, sexual orientation	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. the risks associated with an inactive lifestyle (including obesity). the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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Families and people who care for me	<p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being</p> <p>Know the characteristics of a healthy family life and how families should support and spend time with each other in times of difficulty, transition, pain and loss.</p> <p>Be aware that relationships may develop/change over time and continue to develop an understanding and appreciation of different family groupings</p>	<p>communities, volunteers, voluntary, pressure groups</p>	<p>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</p>
Caring friendships	<p>Recognise what constitutes a positive, healthy relationship.</p> <p>Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>Recognise when and why someone might try to 'befriend' someone and gain their trust, in order to control or influence them.</p>	<p>Control, un/healthy, empathy, recognising others', abuse, prejudice, trust trolling, dares, pressure, managing pressure, befriend, influences,</p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends 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.</p>
Respecting ourselves and others (including Citizenship and Managing Money)	<p>Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>Know that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010).</p> <p>Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>Discuss the signs, effects and strategies for dealing with racism, sexism, religious intolerance, xenophobia, homophobia, biphobia and transphobia.</p> <p>Recognise that we all have a role to play in confronting and ending all forms of discrimination. Recognise and challenge stereotypes.</p> <p>Be aware that everyone has different opportunities/starting points in life and how this can have a positive or negative impact (privilege, discrimination)</p> <p>Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>Explore and critique how the media present information</p> <p>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</p> <p>Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>Know why and how rules and laws that protect them and others are made and enforced; know why different rules are needed in different situations and how to take part in making and changing rules</p> <p>Learn about the role money plays in their own and others' lives, including how to manage money and about being a critical consumer</p> <p>Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>Understand 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</p> <p>Know what is meant by enterprise and begin to develop enterprise skills</p>	<p>rights, duties, home, school, environment, people, places, values, customs, people, difference, diversity, identity, family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, ability, racism, sexism, religious intolerance, xenophobia, homophobia, biphobia transphobia, privilege, acceptable, unacceptable, critique, mislead, misrepresent, resolving difference, points of view, anti-social behaviour, aggression, bullying, trolling, discrimination, stereotypes, discussion, debate, money, spending, saving, budgeting, money, interest, loan, tax, debt, resources, sustainability, economics, choices, environment, enterprise, enterprise skills, entrepreneurs</p>	<p>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</p> <p>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.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>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</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p>

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Online relationships and internet safety and harms	<p>Know examples of online issues, which may make someone feel worried, sad, uncomfortable or frightened.</p> <p>Explain some of the pressures faced when using social media and how this may negatively impact someone's online identity.</p> <p>Be critical of online images and recognise the many ways images can be manipulated to change opinion or for commercial gain. Know this can include online 'influencers' posing as genuine.</p> <p>Describe the ways to create a positive reputation and see how this is the same online.</p> <p>Understand the risks involved with instant communication such as live streaming. Know that rash and impulsive communication can cause problems.</p> <p>Know there are sites and apps, which may promote well-being and fitness, and know the potential problems with these (body image, dieting and eating disorders, promoting a product or agenda).</p> <p>Know why most social media, computer games and online games have age restrictions and how to check what these are.</p>	<p>information, forwarding, age-restriction, safety, online, personal information, passwords, images, media (different types), acceptable, unacceptable, influencer, manipulation, commercial, identity, well-being, streaming, reputation.</p>	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>the importance of self-respect and how this links to their own happiness.</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>
Being safe (including health and prevention and basic First Aid)	<p>Develop strategies for keeping physically, mentally and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>Recognise what a crime is and how committing a crime can affect lives.</p> <p>Discuss which situations are anti-social, legal, illegal or unacceptable.</p> <p>Know what is meant by arson and why it might be carried out.</p> <p>Recognise what a weapon is, why some people may carry them and what the consequences are. Discuss what should be done if they know that someone has a gun or knife (or other weapon).</p> <p>Pre-empt what risky situations may arise when home alone or walking home alone and consider ways of keeping safe.</p> <p>Know that carrying a mobile phone can help you feel safe but it can also make me unsafe. Discuss the risks of carrying a mobile phone.</p>	<p>actions, behaviour, consequences, mobile phones, responsibility, safe use, advice, support, asking for help, safety, roads, cycle, rail, water, fire, strangers, danger, risk, safety, emergency aid, help, safety, rules</p>	<p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>
Physical and mental well-being (including mental health, healthy eating, drugs, alcohol and tobacco)	<p>Know that we have a right to be physically and mentally healthy and a responsibility to keep healthy</p> <p>Know the importance of respecting and caring for themselves and how this links to their own happiness and mental health.</p> <p>Learn how to recognise the early signs of physical illness, such as excessive weight, sudden weight loss, unexplained changes to the body, constant fatigue, weakness, shortness of breath, pain etc.</p> <p>Learn a range of ways to look after their mental health and where to get help if they are concerned about their own or someone else's mental health.</p> <p>Know that bullying, including online bullying, can have a negative and long lasting impact on someone's mental health.</p> <p>Know the difference between mental health and mental illness. Know that some people suffer from mental illness and that they will need the right support as soon as possible to try and manage or treat their condition.</p> <p>Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety;</p> <p>Know that some drugs are restricted and some are illegal to own, use and give to others, including the consequences of using, possession and selling</p> <p>Learn about 'change', particularly transition between primary and secondary school.</p>	<p>conflicting emotions, feelings, managing feelings, balanced lifestyles, choices, health, wellbeing, drugs, alcohol, tobacco, medicines, caffeine, stimulant, energy drinks, substance, illegal, processing, selling, habit, change, transition</p>	<p>the facts and science relating to allergies, immunisation and vaccination</p> <p>the risks associated with an inactive lifestyle (including obesity).</p> <p>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 well-being or ability to control their emotions (including issues arising online).</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>

Subject content	Objectives	Vocabulary	DfE Statutory Guidance
Our changing bodies and intimate relationships	<p>Know 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</p> <p>Learn how to take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond (including hurting, touching private areas, forcing). Know the right to say 'no' and what is meant by 'consent'</p> <p>Know how bodies will, and emotions may, change as they approach and move through puberty (including menstruation, wet dreams and masturbation).</p> <p>Know about menstrual well-being, including key facts about the menstrual cycle, possible symptoms and simple measures to ease symptoms.</p> <p>Know how sexually transmitted infections are passed, including HIV.</p> <p>Understand that actions, such as grooming or female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>Be aware that adults can realise and choose their own sexuality and have the right to be free to do so.</p> <p>Be aware that everyone is assigned a gender identity at birth which may later feel not right for them</p> <p>Recognise the difference between, and the terms associated with gender, gender identity and sexual orientation.</p>	<p>privacy, sharing, personal boundaries, confidentiality, secrets, surprises, personal safety, physical contact, touch, acceptable, unacceptable, consent, human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers, IVF, gender, gender identity, sexual orientation, puberty, menstruation, wet dreams, masturbation, physical and emotional changes, FGM</p>	<p>about menstrual wellbeing including the key facts about the menstrual cycle. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>