

These objectives have been mapped out using the PSHE association Curriculum Framework, the National Curriculum EYFS Guidelines and the Department of Education's new guidelines on Relationship and Health Education for Sept 2026. St John's uses myHappymind and myHappymind plus for the delivery of these objectives, supplemented with material from the NSPCC 'Talk PANTS', online safety through 'Project Evolve' and PSHER opportunities are embedded throughout the curriculum. We will also respond to current and local issues that may affect the health and safety of our children e.g. additional work on water safety/ knife crime if there have been incidents. These would be age appropriate and any additional materials would be shared with parents before the lessons were taught. [9-

EYFS	
Children in Nursery will be learning to:	○ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (Engage) ○ Develop their sense of responsibility and membership of a community. (Plus) ○ Become more outgoing with unfamiliar people, in the safe context of their setting. (Celebrate, Relate) ○ Show more confidence in new social situations. (Celebrate, Relate) ○ Play with one or more other children, extending and elaborating play ideas. (Celebrate, Relate, Engage) ○ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas. (Celebrate, Relate) ○ Increasingly follow rules, understanding why they are important. (Relate) ○ Remember rules without needing an adult to remind them. (Plus) ○ Develop appropriate ways of being assertive. (Plus) ○ Talk with others to solve conflicts. (Relate) ○ Talk about their feelings using words like 'happy' , 'sad' , 'angry' or 'worried' . (Meet Your Brain) Understand gradually how others might be feeling. (Meet Your Brain, Relate) ○ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (Plus) ○ Make healthy choices about food, drink, activity and toothbrushing. (Plus)
Children in Reception will be learning to:	○ See themselves as a valuable individual. (Celebrate) ○ Build constructive and respectful relationships. (Relate) ○ Express their feelings and consider the feelings of others. (Meet Your Brain, Relate) ○ Show resilience and perseverance in the face of challenge. (Engage) ○ Identify and moderate their own feelings socially and emotionally. (Meet Your Brain) ○ Think about the perspectives of others. (Relate) ○ Manage their own needs: Personal hygiene. (Plus) ○ Know and talk about the different factors that support their overall health and wellbeing (Plus): ○ regular physical activity ○ 2.healthy eating ○ 3.toothbrushing ○ 4.sensible amounts of 'screen time' ○ 5.having a good sleep routine ○ 6.being a safe pedestrian.

KS1	
Core theme 1 – Health and Wellbeing	
Year 1	Year 2
Healthy Lifestyles	
H1. about what keeping healthy means; different ways to keep healthy. H2. about foods that support good health and the risks of eating too much sugar. H3. about how physical activity helps us to stay healthy; and ways to be physically active every day. H4. about why sleep is important and different ways to rest and relax. H5. Simple hygiene rules that can stop germs from spreading. H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. H10. about the people who help us to stay physically healthy. H17. about things that help people feel good (e.g., playing outside, doing things they enjoy, spending time with family getting enough sleep).	H1. about what keeping healthy means; different ways to keep healthy. H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family getting enough sleep).
Keeping safe	
H33. about the people whose job it is to help keep us safe. L1. about what rules are, why they are needed, and why different rules are needed for different situations.	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H8. how to keep safe in the sun and protect skin from sun damage. H28. about rules and age restrictions that keep us safe. H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters). H31. that household products (including medicines) can be harmful if not used correctly. H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. H35. about what to do if there is an accident and someone is hurt. H36. how to get help in an emergency (how to dial 999 and what to say). H37. about things that people can put into their body or on their skin; how these can affect how people feel.
Ourselves, growing and changing	

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. H21. to recognise what makes them special. H22. to recognise the ways in which we are all unique. H23. to identify what they are good at, what they like and dislike. H24. how to manage when finding things difficult. H26. about growing and changing from young to old and how people's needs change.	H21. to recognise what makes them special. H22. to recognise the ways in which we are all unique. H23. to identify what they are good at, what they like and dislike. H24. how to manage when finding things difficult. H27. about preparing to move to a new class/year group.
MyHappyMind Places	
H11 about different feelings that humans can experience. H12 how to recognise and name different feelings. H13 how feelings can affect people's bodies and how they behave. H15 to recognise that not everyone feels the same at the same time, or feels the same about the same things. H16 about ways of sharing feelings; a range of words to describe feelings. H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. H19 to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.	H11 about different feelings that humans can experience. H12 how to recognise and name different feelings. H13 how feelings can affect people's bodies and how they behave. H15 to recognise that not everyone feels the same at the same time, or feels the same about the same things. H16 about ways of sharing feelings; a range of words to describe feelings. H19 to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.

Core theme 2 - Relationships	
Year 1	Year 2
Families and Close Positive Relationships	
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2. to identify the people who love and care for them and what they do to help them feel cared for. R3. about different types of families including those that may be different to their own. R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2. to identify the people who love and care for them and what they do to help them feel cared for. R4. to identify common features of family life R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
Friendships	
H14. how to recognise what others might be feeling. H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things. R6. about how people make friends and what makes a good friendship. R8. simple strategies to resolve arguments between friends positively. R9. how to ask for help if a friendship is making them feel unhappy. R21. about what is kind and unkind behaviour, and how this can affect others. R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others. R24. how to listen to other people and play and work cooperatively.	R6. about how people make friends and what makes a good friendship. R7. about how to recognise when they or someone else feels lonely and what to do. R8. simple strategies to resolve arguments between friends positively. R9. how to ask for help if a friendship is making them feel unhappy. R21. about what is kind and unkind behaviour, and how this can affect others. R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others. R24. how to listen to other people and play and work cooperatively. R25. how to talk about and share their opinions on things that matter to them H14. How to recognise what others might be feeling

Showing respect and managing hurtful behaviour/ bullying	
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R11. about how people may feel if they experience hurtful behaviour or bullying. R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R11. about how people may feel if they experience hurtful behaviour or bullying.
Safe relationships	
	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R14. that some people may behave differently online, including by pretending to be someone they are not. R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe. R17. about knowing there are situations when they should ask for permission and also when their permission should be sought. R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.

Core theme 3 – Living in the Wider World	
Year 1	Year 2
Shared responsibilities	
L1. about what rules are, why they are needed, and why different rules are needed for different situations.	L1. about what rules are, why they are needed, and why different rules are needed for different situations. L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment
Communities	
L4. about the different groups they belong to. L5. about the different roles and responsibilities people have in their community. L6. to recognise the ways they are the same as, and different to, other people.	L6. to recognise the ways they are the same as, and different to, other people.
Economic wellbeing	
L14. that everyone has different strengths	L10. what money is; forms that money comes in; that money comes from different sources

	L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want. L13. that money needs to be looked after; different ways of doing this. L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things. L16. different jobs that people they know or people who work in the community do. L17. about some of the strengths and interests someone might need to do different jobs.
Media Literacy and Digital resilience	
	L7 about how the internet and digital devices can be used safely to find things out and to communicate with others. L8. about the role of the internet in everyday life L9. that not all information seen online is true. R14. that sometimes people may behave differently online, including by pretending to be someone they are not.

KS2			
Core theme 1 – Health and Wellbeing			
Year 3	Year 4	Year 5	Year 6
Healthy Lifestyles			
H1. how to make informed decisions about health. H2. about the elements of a balanced, healthy lifestyle. H3. about choices that support a healthy lifestyle, and recognise what might influence these. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	H1. how to make informed decisions about health. H2. about the elements of a balanced, healthy lifestyle. H3. about choices that support a healthy lifestyle, and recognise what might influence these. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	H1. how to make informed decisions about health. H2. about the elements of a balanced, healthy lifestyle. H3. about choices that support a healthy lifestyle, and recognise what might influence these. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H10. how medicines, when used responsibly, contribute to health; that some diseases can be

associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. H16. about strategies and behaviours that support mental health—including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.	H16. about strategies and behaviours that support mental health—including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. H13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	prevented by vaccinations and immunisations; how allergies can be managed. H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). H13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
Keeping safe			
	H38. how to predict, assess and manage risk in different situations. H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.		H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.
Ourselves, growing and changing			

H23. Understand that change and loss, including death can affect feelings; explore ways of expressing and managing grief and bereavement.		H23. Understand that change and loss, including death can affect feelings; explore ways of expressing and managing grief and bereavement. H24. Problem solving strategies for dealing with emotions, challenge and change, including the transition to new schools. H25. About personal identity; what contributes to who we are.(e.g. ethnicity, family, gender, faith, culture, hobbies, likes and dislikes). H27. To recognise their individuality and personal qualities. H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. How to manage setbacks/perceived failures, including hoe to reframe unhelpful thinking. H35. About the new opportunities and responsibilities that increasing independence may bring. H36. How to manage transitions between classes and key stages.	H24. Problem solving strategies for dealing with emotions, challenge and change, including the transition to new schools. H36. How to manage transitions between classes and key stages.
Puberty & Sex education			
		H25 (from KS1 scheme) to name parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). <i>This is mandatory in Primary curriculum – consultation with parents to decide best year group to introduce it into.</i> H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle, menstrual well-being, sweat, hair growth) NB This will be taught separately to girls and boys. H32 about how hygiene routines change during the time of puberty, the importance of keeping clean and how to manage personal hygiene. H34 about where to get more information, help and advice, especially about puberty,	H30 to identify external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. H33 about the process of reproduction and birth as part of the human lifecycle; how babies are conceived and born. <i>This is not mandatory in Primary school therefore parents can choose to remove from these lessons if they wish. They will be notified ahead of content being taught.</i>
Drugs, alcohol and tobacco			
		H11. the effects of smoking on oral hygiene	H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.

			H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines). H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping. H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.
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MyHappymind Places

H15 that mental health, just like physical health, is part of daily life; the importance of looking after mental health. H17. To recognise that feelings can change over time and range in intensity. H18. About everyday things that affect feelings and the importance of expressing feelings. H19: a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations, H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and for others. H22, to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.	H15 that mental health, just like physical health, is part of daily life; the importance of looking after mental health. H17. To recognise that feelings can change over time and range in intensity. H18. About everyday things that affect feelings and the importance of expressing feelings. H19: a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations, H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and for others. H22, to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	H15 that mental health, just like physical health, is part of daily life; the importance of looking after mental health. H16. About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. To recognise that feelings can change over time and range in intensity. H18. About everyday things that affect feelings and the importance of expressing feelings. H19: a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations, H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and for others. H22, to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.	R18 . to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. H15 that mental health, just like physical health, is part of daily life; the importance of looking after mental health. H16. About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H17. To recognise that feelings can change over time and range in intensity. H18. About everyday things that affect feelings and the importance of expressing feelings. H19: a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations, H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and for others.
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Core theme 2 - Relationships			
Year 3	Year 4	Year 5	Year 6
Families and Close Positive Relationships			
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R3. About marriage and civil partnerships as a legal declaration of commitment by two adults who love and care for each other, which is intended to be lifelong. R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together but may also live apart. R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.
Friendships			
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests)	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R13. the importance of seeking support if feeling lonely or excluded.	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity,

and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R16. how friendships can change over time, about making new friends and the benefits of having different types of friends. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face to face.' R13. the importance of seeking support if feeling lonely or excluded. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. R16. how friendships can change over time, about making new friends and the benefits of having different types of friends. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary).	sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R13. the importance of seeking support if feeling lonely or excluded. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary).
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Showing respect and managing hurtful behaviour/ bullying

R20. Strategies to respond to hurtful behaviour experienced or witnessed offline or online (including teasing name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. Strategies to respond to hurtful behaviour experienced or witnessed offline or online (including teasing name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R33. to listen and respond respectfully to a wide range of people, including those whose	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. Strategies to respond to hurtful behaviour experienced or witnessed offline or online (including teasing name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R21. About discrimination; what it means and how to tackle it. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. R32. about respecting the differences and similarities between people and recognising
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	traditions, beliefs and lifestyle are different to their own.		what they have in common with others e.g. physically, in personality or background. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
Safe relationships			
R29. Where to get advice and report concerns if worried about their own.	R22. About privacy and personal boundaries. R26. About seeking and giving permission (consent) in different situations. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.	R22. About privacy and personal boundaries.	R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face to face.' R22. About privacy and personal boundaries. R23 about why some people may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R26. About seeking and giving permission (consent) in different situations. R27. About keeping something confidential or secret, when this should be (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break confidence and share a secret. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29. Where to get advice and report concerns if worried about their own

Core theme 3 – Living in the Wider World			
Year 3	Year 4	Year 5	Year 6

Shared responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices R34. how to discuss and debate topical issues, respect other people's points of view and constructively challenge those they disagree with.	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws. L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.
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Communities

L6. about the different groups that make up their community; what living in a community means. L7. to value the different contributions that people and groups make to the community. L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.			L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced R21. about discrimination: what it means and how to challenge it.
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Economic wellbeing

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).	L17. about the different ways to pay for things and the choices people have about this. L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L19. That people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single use plastics, or giving to charity). L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money. L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L20. to recognise that people make spending decisions based on priorities, needs and wants. L21. different ways to keep track of money. L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.	
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L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary L30. about some of the skills that will help them in their future careers e.g. teamwork, L31. to identify the kind of job that they might like to do when they are older.	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. L31. to identify the kind of job that they might like to do when they are older.	L24. to identify the ways that money can impact on people's feelings and emotions L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them. L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary L30. about some of the skills that will help them in their future careers e.g. teamwork, L31. to identify the kind of job that they might like to do when they are older.	
Media Literacy and Digital resilience			
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.	L11. recognise ways in which the internet and social media can be used both positively and negatively.	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. work which is unpaid.	L11. recognise ways in which the internet and social media can be used both positively and negatively. L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes. L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. L16. about how text and images in the media and on social media can be manipulated or invented; strategies to

		L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them. L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary L30. about some of the skills that will help them in their future careers e.g. teamwork, L31. to identify the kind of job that they might like to do when they are older. L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university, work experience).	evaluate the reliability of sources and identify misinformation. H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H42 about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
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