



# RSE & PSHE

Progression of knowledge and skills

Subject leader overview EYFS – Year 6



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## Related resources

If you follow the mixed-age curriculum for RSE & PSHE, see the *Progression of skills and knowledge - mixed-age (coming soon)*.

# Introduction

This document outlines how knowledge, skills and attributes develop throughout the Kapow Primary RSE & PSHE curriculum from Year 1 to Year 6. It demonstrates how statutory Relationships and Health Education (RHE) content is built progressively across the scheme's key areas, including My healthy self, Staying safe, The online world and Connecting with others. These key areas ensure both progression and full coverage of the statutory RHE requirements, while also addressing wider elements of PSHE education that are not yet statutory.

This resource is intended for subject leaders and senior leaders. It can be used to demonstrate how PSHE provision is progressive across the school, how learning builds year on year and how it supports pupils' personal development. It also provides clear evidence of how statutory RHE requirements are met, highlights wider aspects of PSHE beyond statutory content and supports subject monitoring and evaluation.

The document provides detailed and specific statements for both knowledge and skills. This level of clarity reduces ambiguity, limits varied interpretation and supports consistency in teaching across schools. It also helps schools to be transparent with parents and carers about exactly what pupils are learning and how understanding develops over time.

EYFS (Reception) content is mapped against the Self-regulation, Managing self and Building relationships strands, in line with the Personal, Social and Emotional Development section of the EYFS Framework. This supports a smooth transition into Key Stage 1, where these strands are embedded within the wider PSHE curriculum. By continuing to build on these strands and later introducing Critical thinking in Key Stage 1, pupils develop not only essential knowledge but also the skills needed to regulate themselves, manage behaviour, build positive relationships and think more independently.

While care has been taken to ensure that the content and phrasing used throughout the curriculum are appropriate and supportive, teachers should use their professional judgement when delivering lessons, recognising that perceptions of sensitivity may vary depending on school context and community.

This document was last updated on 30.01.06. For the most up-to-date version, check [here](#).

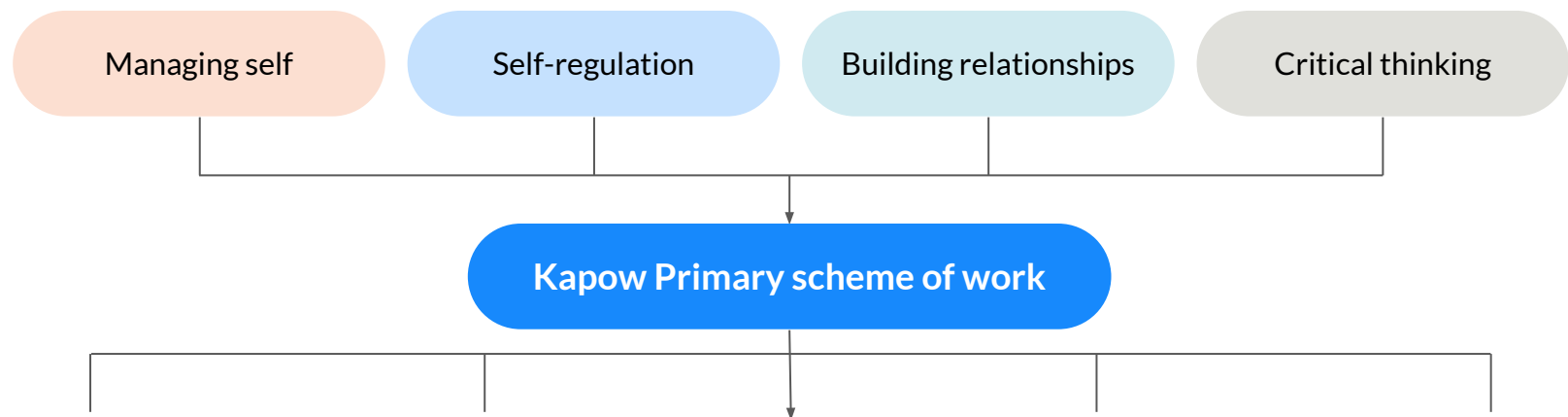
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# How is Kapow Primary's RSE & PSHE scheme organised?

[RSE Statutory guidance](#) (and non-statutory sex education)

[Teaching online safety in schools](#) (non statutory)

[Citizenship programmes of study](#) for key stages 1 and 2 (non statutory)



## Kapow Primary key areas

\*This area supports the teaching of statutory content.

Key areas returned to every year.



# Developing knowledge, skills and attributes in RSE & PSHE

The Kapow Primary RSE & PSHE scheme is designed to ensure full coverage of the statutory RHE requirements from Year 1 to Year 6, along with the statutory EYFS (Reception) framework for Personal, Social and Emotional Development (PSED). While the statutory RHE guidance applies from Year 1 onwards, the EYFS Framework outlines early developmental goals in areas such as self-regulation, managing self and building relationships. The Kapow Primary RSE & PSHE scheme aims to ensure that pupils not only cover all the content from the statutory guidance documents but also acquire important lifelong skills.

The scheme is organised around clear content areas (including My healthy self, Connecting with others, The online world and Staying safe) which structure the curriculum and ensure that pupils build knowledge, skills and attributes progressively and meaningfully. Within each key area, we have mapped out how pupils progress towards the knowledge outlined in the statutory RHE guidance by the end of primary school. This knowledge is delivered through a spiral curriculum model, where key concepts are revisited, deepened and applied over time. This approach supports long-term retention and helps pupils make connections between different areas of learning and apply their skills in various contexts.

To complement this, the RSE & PSHE scheme introduces four strands that provide a consistent thread for developing pupils' personal and social competencies over time:

- Self-regulation.
- Managing self.
- Building relationships.
- Critical thinking.



The first three strands are drawn from the EYFS Framework and extended through KS1 and KS2 to provide continuity in pupils' social and emotional development. The fourth strand, Critical thinking, has been added in recognition of the growing need for pupils to question what they see and hear – particularly in an online world – and to make informed, thoughtful decisions.

These strands are woven through the curriculum to ensure that, as pupils build their knowledge, they also develop the skills and dispositions they need to thrive.

# Exploring the strands

## Self-regulation

Self-regulation involves recognising and managing emotions, thoughts and behaviour. It includes understanding feelings and their causes, staying calm when facing challenges, dealing with conflict respectfully and staying focused to follow instructions and complete tasks.

Developing self-regulation helps pupils to manage themselves in the moment, especially when responding to others or facing challenging situations.

## Building relationships

Building relationships means making positive connections with different people, including friends, family members, adults in school and others in the community. To achieve this, pupils learn how to start and join in with conversations respectfully, communicate well in different situations and build trust by showing respect and setting clear personal boundaries.

Developing this strand helps pupils form and maintain strong, healthy connections with others over time.

## Managing self

Managing ourselves means taking responsibility for personal needs, choices and behaviour. It includes looking after the body, health and general wellbeing, for example, keeping clean and healthy, trying again when things go wrong and learning and following rules that help everyone stay safe and happy. Over time, pupils learn to take more ownership of routines, actions and decisions.

Developing this strand helps pupils take greater ownership of their behaviour, routines and choices over time.

## Critical thinking

Critical thinking is the ability to think independently and make thoughtful, well-informed decisions. It involves asking questions, exploring ideas and considering different perspectives to interpret information and form balanced opinions.

In a world where information is everywhere – and not always reliable – critical thinking helps pupils to question what they see, hear and read, including online. This supports them to grow into thoughtful, informed and active citizens.

Self-regulation involves recognising and managing our emotions, thoughts and behaviour. This includes understanding how we feel and why, staying calm and in control when things are difficult, handling conflict respectfully and staying focused so we can follow instructions and complete tasks.

Learning self-regulation supports pupils in managing themselves in the moment, especially in response to others or in challenging situations.

	EYFS (Reception)	Key stage 1	Lower key stage 2	Upper key stage 2
<b>How does this develop?</b>	<p>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>(Taken from the EYFS Framework)</p>	<p>Pupils show growing awareness of their emotions and are beginning to understand how these affect their behaviour. They are willing and able to pause and think before reacting and start to take responsibility for their actions.</p>	<p>Pupils begin to reflect on their own emotional responses and manage their feelings and behaviour more independently. They start to use a range of strategies to stay calm, make fair choices and resolve simple conflicts.</p>	<p>Pupils show maturity in recognising and managing their feelings and behaviour and considering how these can impact on others. They think before acting, regulate their responses thoughtfully and reflect on how emotions affect themselves and others.</p>
<b>What pupils will demonstrate</b>	<ul style="list-style-type: none"> <li>• I can say how I feel and am beginning to understand how others might feel.</li> <li>• I am learning to wait and take turns.</li> <li>• I try to stay calm and listen, even when I'm busy doing something.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify some emotions and feelings in myself and others.</li> <li>• I talk about feelings and am starting to notice how these can affect behaviour.</li> <li>• I try to stay calm when something is difficult or challenging.</li> <li>• I stop and think before I act.</li> <li>• I say sorry if I've hurt or upset someone.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how feelings can affect what I do and how I think.</li> <li>• I use strategies to help me stay in control and deal with challenges.</li> <li>• I solve small problems with others in fair ways.</li> <li>• I try to respond to my own feelings in ways that are helpful to me and others.</li> </ul>	<ul style="list-style-type: none"> <li>• I notice and manage my feelings in different situations.</li> <li>• I understand the impact my own feelings and behaviour can have on others.</li> <li>• I reflect on how I react and how I could respond differently in the future.</li> <li>• I use what I know to stay calm, focused and fair.</li> </ul>

Managing ourselves means taking responsibility for our own needs, choices and behaviour. This means looking after our bodies, our health and our general wellbeing; examples of which include keeping clean and healthy, trying again when things go wrong, learning and following rules that help everyone stay safe and happy. Over time, pupils learn to take more ownership of our routines, actions and decisions.

Learning to manage themselves helps pupils take ownership of their behaviour, routines and choices over time.

	EYFS (Reception)	Key stage 1	Lower key stage 2	Upper key stage 2
<b>How does this develop?</b>	<p>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p>(Taken from the EYFS Framework)</p>	<p>Pupils take increasing responsibility for their personal care, organisation and choices. They are learning that rules help keep everyone safe and that trying again when things are difficult helps them to improve.</p>	<p>Pupils show growing independence in managing routines and responsibilities. They understand and can articulate the reasons behind rules and persevere with challenges using simple strategies.</p>	<p>Pupils take ownership of their behaviour, routines and learning. They reflect on their mindset, follow rules with integrity and show resilience in overcoming setbacks, using a range of positive strategies.</p>
<b>What pupils will demonstrate</b>	<ul style="list-style-type: none"> <li>• I try new activities, even if they're a bit tricky.</li> <li>• I try to keep going when something is hard.</li> <li>• I can explain why something is right or wrong and try to do the right things.</li> <li>• I look after myself by washing my hands, going to the toilet and getting dressed</li> </ul>	<ul style="list-style-type: none"> <li>• I can do more things for myself than when I was younger.</li> <li>• I can make my own choices and explain them..</li> <li>• I remember what I need each day.</li> <li>• I try to follow rules that keep everyone safe.</li> <li>• I keep going even when things are tricky because I know this is how we learn.</li> </ul>	<ul style="list-style-type: none"> <li>• I can look after myself and my own things.</li> <li>• I can plan my own time and get organised.</li> <li>• I know why different rules and routines matter and try to follow them.</li> <li>• I try different ways to solve challenges and problems.</li> </ul>	<ul style="list-style-type: none"> <li>• I manage my time, choices, learning and behaviour.</li> <li>• I follow rules and take responsibility even when no one is watching.</li> <li>• I reflect and learn when things go don't go the way I want them to.</li> <li>• I take on board advice to help me get better at things.</li> </ul>

Building relationships means making positive connections with different people, like friends, family members, adults in school and others in our community. To achieve this, pupils learn how to start and join in with conversations respectfully, communicate well in different situations and build trust by demonstrating respect and setting clear personal boundaries.

Learning how to form and care for their different relationships helps pupils build strong, healthy connections with others over time.

	EYFS (Reception)	Key stage 1	Lower key stage 2	Upper key stage 2
<b>How does this develop?</b>	<p>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p>(Taken from the EYFS Framework)</p>	<p>Pupils enjoy building friendships and demonstrate the ability to positively communicate with others and act kindly and respectfully. They are beginning to understand personal boundaries and the importance of considering and including others.</p>	<p>Pupils value positive relationships and show growing empathy in their communication and behaviour. They start to understand trust, express boundaries and adapt their interactions to different situations.</p>	<p>Pupils build respectful and trusting relationships by communicating sensitively and maintaining healthy boundaries. They understand the key qualities of healthy friendships. They recognise and respond to others' needs and show maturity in managing different social situations.</p>
<b>What pupils will demonstrate</b>	<ul style="list-style-type: none"> <li>• I play and take turns with other children.</li> <li>• I make friends and am able to be part of a wider group.</li> <li>• I notice how other people feel and try to be kind.</li> </ul>	<ul style="list-style-type: none"> <li>• I can include others and use kind words.</li> <li>• I show that I can listen when someone is speaking and reply respectfully.</li> <li>• I can say what I like and don't like.</li> <li>• I consider what other people want, as well as what I want.</li> <li>• I respect other people's space and belongings.</li> </ul>	<ul style="list-style-type: none"> <li>• I try to understand how others feel and why.</li> <li>• I use respectful words, even when I disagree with someone.</li> <li>• I can set boundaries and respect those of other people.</li> <li>• I show others that they can trust me.</li> <li>• I show that I can respond positively in different situations and to different people.</li> </ul>	<ul style="list-style-type: none"> <li>• I build strong relationships by being honest and respectful.</li> <li>• I listen and speak kindly, online and in person.</li> <li>• I respond to and consider the needs of others in my different relationships.</li> <li>• I know that everyone has the right to say no and set their own boundaries and I respect these boundaries.</li> <li>• I notice when something doesn't feel right and speak up.</li> </ul>

Critical thinking is the ability to think independently in order to make thoughtful, objective and well-informed decisions. It involves asking questions, exploring ideas, and considering multiple perspectives to interpret information and form balanced opinions and judgements.

In today’s world, where information is abundant but not always reliable, developing critical thinking skills enables pupils to question what they see, hear and read—including online—so that they grow into thoughtful, informed, and active citizens.

	EYFS (Reception)	Key stage 1	Lower key stage 2	Upper key stage 2
<b>How does this develop?</b>	Pupils show curiosity and ask simple questions about the world around them. They are beginning to make basic choices and explain their thinking.	Pupils explore different concepts and ideas and ask questions to try to understand more. They are starting to recognise different views and opinions and make simple, informed choices.	Pupils begin to think more deeply, comparing viewpoints and explaining their decisions. They show increasing awareness of influence and fairness when considering options.	Pupils think critically and independently. They ask thoughtful questions, evaluate information fairly and reflect on how their thinking is shaped. They can consider the differences between fact and opinion and why this is important. They aim to make responsible, objective and reasoned decisions.
<b>What pupils will demonstrate</b>	<ul style="list-style-type: none"> <li>• I ask questions when I’m curious.</li> <li>• I choose between options in everyday situations.</li> <li>• I can explain my choices and why.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions to learn more.</li> <li>• I notice when people have different ideas or views to mine.</li> <li>• I think about my decision before I make a choice.</li> <li>• I ask for help if I’m not sure.</li> </ul>	<ul style="list-style-type: none"> <li>• I explore different ideas and viewpoints.</li> <li>• I can talk about why it is helpful to consider different views and opinions.</li> <li>• I explain my thinking and decisions.</li> <li>• I spot when something feels unfair or unkind.</li> <li>• I know I don’t have to behave or think like others if it feels wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask thoughtful questions to understand more and help inform my views.</li> <li>• I can recognise the difference between fact and opinion.</li> <li>• I am able to reflect on how and why I’ve changed my mind.</li> <li>• I notice when others are trying to persuade me and influence my thinking.</li> <li>• I make decisions based on what I think and what’s right, not just what’s popular.</li> </ul>

# Exploring the key areas

The following four key areas are taught and revisited each school year. This ensures that all year groups are learning from the same key area at the same time, making it easier to set whole-school targets and plan themed assemblies, events and activities that support PSHE and RSE.

While there is a natural overlap between the areas organising the curriculum into distinct key areas helps to structure the learning effectively.

## My healthy self

These units help pupils understand how to look after mental and physical health.

Pupils learn to recognise their feelings and moods, identify signs of good and poor mental health and understand how to seek support for themselves or others.

Pupils also learn to care for their physical health through hygiene routines, healthy eating and staying active. They consider the impact of a poor diet or sedentary lifestyle and consider the choices they can make to improve their health. Alongside this, they learn how to manage poor health and ask for help when needed.

**Statutory**

## Connecting with others

These units focus on building positive relationships and recognising the value of healthy, supportive connections in people's lives.

Pupils learn about various family structures and how families can contribute to a sense of safety and love. They explore how to start and maintain friendships, manage conflict and communicate appropriately and respectfully with others, including adults.

Additionally, pupils learn about the importance of setting boundaries in relationships, respecting others' boundaries and having mutual respect for one another as well as self-respect for themselves.

**Statutory**

## The online world

Many children now spend a lot of time online, sometimes without noticing. This key area helps pupils recognise when they are online, use the internet positively and keep themselves safe.

Pupils learn to spot online risks, be discerning about the information they read and understand the impact of time spent online.

In addition, pupils draw on their learning from 'Connecting with others' and 'Staying safe' units to reflect on how they interact with others and manage hazards in the digital world.

**Statutory**

## Citizenship

Citizenship units help prepare pupils to be active, responsible members of society and to manage money confidently in later life.

Pupils learn about communities, rights and responsibilities, how government systems work and how individuals and groups can bring about change, while also developing an understanding of money, including wants and needs, value for money, budgeting and saving.

These units also explore career choices, challenge workplace stereotypes and encourage pupils to consider how their decisions affect both themselves and others.

**Non-statutory**

# Exploring the key areas

The key areas below are revisited across the primary years to allow pupils to return to important themes and build knowledge, skills and understanding over time.

Schools must cover the statutory content within the Staying safe, Health protection and Growing up units as part of Relationships and Health Education (RHE). Kapow Primary also offers optional non-statutory units, including Year 6 Sex Education, Financial literacy and Citizenship, to support a broad and balanced PSHE curriculum.

## Health protection

These units help pupils learn how to respond in emergency situations, including when and how to call the emergency services and what information to give.

They also cover how to manage basic injuries and how to prevent illness through hygiene practices and immunisation.

**Statutory**

## First aid (Year 6 optional unit)

The Year 6 First Aid unit is optional. It extends learning from the Health protection units and may be taught instead of the non-statutory Year 6 Sex Education unit.

**Non-statutory**

## Growing up

In KS1, these units support pupils to become more independent and manage their needs both at home and at school.

As pupils get older, the units explore the physical and emotional changes that happen during puberty and help prepare them for the transition to the next year group.

**Statutory**

## Sex education Year 6 optional unit)

In Year 6, for schools that choose to teach non-statutory sex education, this is an additional unit which builds on the statutory learning covered in 'Growing up' units.

**Non-statutory**

## Staying safe

This key area supports pupils to recognise both physical and social hazards and understand how to stay safe in different situations.

Building on their learning in the 'Connecting with others' units, pupils begin to identify warning signs in relationships and learn how to respond in the moment and report concerns.

They also explore physical hazards, including road and railway safety, water safety, electrical safety and general safety at home and in the wider environment.

**Statutory**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Recognising and talking about emotions</b>	<p>Beginning to recognise and name a wider range of emotions and feelings in themselves (including the six basic emotions).*</p> <p>Beginning to recognise how others are feeling by examining facial expressions and body language cues.*</p> <p>Beginning to express why they are feeling a certain way, e.g. in response to a particular emotion or situation.</p> <p>Beginning to describe how strong their feelings are using simple scales and language.</p> <p>Talking about whether something made them feel 'a little bit' or 'very' upset, excited, angry, etc.</p>	<p>Using more nuanced language to discuss their own and others' emotions and feelings.*</p> <p>Recognising changes in their body that happen with different emotions (e.g. heart racing when scared).*</p> <p>Noticing and describing when others might be feeling strong feelings using body language, voice and actions.*</p>	<p>Communicating how they are feeling and why, in a clear and respectful way.*</p> <p>Describing their thoughts and responses to a situation and considering possible alternative ways to respond.*</p> <p>Reflecting on whether their feelings and behavioural response were appropriate for a particular situation.*</p> <p>Considering how their behavioural response to a situation might be different in different places.</p>	<p><b>General wellbeing</b></p> <p><b>3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times and are not in themselves a sign of a mental health condition.</b></p> <p><b>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</b></p> <p><b>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</b></p> <p><b>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement and that everyone grieves differently.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>			

NB: This part of the curriculum references the **six basic emotions** (happiness, sadness, anger, fear, surprise, disgust) as anchor points. Under each, we list **feelings words** that children learn and might use as ways of describing the way they might interpret those emotional responses. **Emotions** are automatic, immediate physiological responses to stimuli, such as fear, happiness, or anger, often triggered by external events and experienced without conscious thought. They are short-lived but powerful reactions. **Feelings** are the conscious individual interpretations we give to our emotions, and are shaped by reflections on personal experiences, beliefs, and context. They develop over time and can change.

For example, when you experience surprise at an unexpected event like a surprise party, your body might react with emotions like surprise, but your mind might interpret this as embarrassment or joy based on past experiences.

Some feelings don't fit neatly into one category so children don't need to worry about which is the "right" category. What matters most is that they learn the six basic emotions first and then build a wider "feelings vocabulary" to describe how they might interpret them.

Understanding the difference between emotions and feelings is crucial in helping children to build emotional literacy and intelligence, self awareness and in making informed decisions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Recognising and talking about emotions</b>	<p>To know that basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body's natural response.</p> <p>To know that feelings are the words used to describe emotions.</p> <p>To recognise and name the following <b>emotions</b> and associated feelings:</p> <ul style="list-style-type: none"> <li>● <b>Happiness</b> (excited, proud).</li> <li>● <b>Sadness</b> (lonely, upset).</li> <li>● <b>Fear</b> (worried, nervous).</li> <li>● <b>Anger</b> (cross, annoyed).</li> <li>● <b>Disgust</b> (uncomfortable, dislike)</li> <li>● <b>Surprise</b> (amazed, shocked)</li> </ul> <p>To know that it is okay and normal to feel both positive and negative feelings in response to different situations.</p> <p>To know feelings can change and vary in intensity and may seem small, medium or big, depending on the situation.</p>	<p>To know that many different feeling words can be used to identify and describe their emotions.</p> <p>To recognise and name the following <b>emotions</b> and associated feelings:</p> <ul style="list-style-type: none"> <li>● <b>Happiness</b> (confident, hopeful).</li> <li>● <b>Sadness</b> (disappointed).</li> <li>● <b>Fear</b>.</li> <li>● <b>Anger</b> (frustrated, jealous, guilty).</li> <li>● <b>Disgust</b> (embarrassed).</li> <li>● <b>Surprise</b> (curious).</li> </ul> <p>To know that their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others.</p> <p>To know that feelings can feel stronger or weaker depending on the situation.</p> <p>To know that emotions and feelings can affect thoughts, decisions and behaviour.*</p> <p>To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour.*</p>	<p>To know the difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them.</p> <p>To recognise describe the following <b>emotions</b> and associated feelings:</p> <ul style="list-style-type: none"> <li>● <b>Happiness</b> (content, grateful, optimistic).</li> <li>● <b>Sadness</b> (pessimistic, vulnerable, grief, excluded, betrayed).</li> <li>● <b>Fear</b> (insecure, anxious, stressed, pressured, overwhelmed).</li> <li>● <b>Anger</b> (betrayed).</li> <li>● <b>Disgust</b> (humiliated, ashamed).</li> <li>● <b>Surprise</b> (startled).</li> </ul> <p>To know that it is important to speak openly about emotions and their associated feelings.</p> <p>To know that it is important to regulate responses to emotions so they do not control feelings and actions.*</p> <p>To know that reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings.</p>	<p><b>General wellbeing</b></p> <p><b>3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times and are not in themselves a sign of a mental health condition.</b></p> <p><b>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</b></p> <p><b>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</b></p> <p><b>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement and that everyone grieves differently.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Support with mental wellbeing</b>	Beginning to notice when they or others might need help with their feelings from a trusted adult.  Identifying a trusted adult (e.g. teacher, TA, parents) to talk to if needed.		Recognising when they or someone else might be struggling with feelings and knowing that this is common a experience.  Noticing when they might need extra help with their feelings (e.g. around change, loss or bereavement).  Identifying who they would speak to for support about their feelings in different situations and when to do this.		Recognising signs that someone might be experiencing mental health problems.  Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc).		<b>General wellbeing</b>  <b>2. The importance of promoting general wellbeing and physical health.</b>  <b>9. 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).</b>  <b>10. It is common to experience mental health problems and early support can help.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	To know that talking to a trusted adult can help when they feel upset or worried.		To know that taking care of their own feelings is part of staying healthy.  To know that many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate.  To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small.  To know that seeking help early can make a significant difference for someone struggling with their feelings or mood.		To know that mental health affects how people feel, think, behave and cope with life.  To know that just like physical health, everyone has mental health and that it can change over time.  To know that many people experience mental ill health and that support is available.  To know some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc).  To know that different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support.  To know that there are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Self-care</b>	<p>Talking about things that help them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc).</p> <p>Noticing when they or others feel sad, worried, left out or lonely.</p> <p>Talking about how they feel when they have had enough sleep or not enough sleep.</p>	<p>Talking about things that help them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc).</p> <p>Noticing when they or others feel sad, worried, left out or lonely.</p> <p>Talking about how they feel when they have had enough sleep or not enough sleep.</p>	<p>Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful.</p> <p>Reflecting on how helping others makes themselves and others feel.</p> <p>Recognising habits that are conducive to a good night's sleep.</p>	<p>Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful.</p> <p>Reflecting on how helping others makes themselves and others feel.</p> <p>Recognising habits that are conducive to a good night's sleep.</p>	<p>Reflecting on the benefits of positive emotional health and what this entails for them.</p> <p>Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work.</p> <p>Identifying ways they can actively help or support others at school or in the community.</p> <p>Creating an evening routine that is conducive to a good night's sleep.</p>	<p>Reflecting on the benefits of positive emotional health and what this entails for them.</p> <p>Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work.</p> <p>Identifying ways they can actively help or support others at school or in the community.</p> <p>Creating an evening routine that is conducive to a good night's sleep.</p>	<p><b>General wellbeing</b></p> <p><b>1. The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</b></p> <p><b>2. The importance of promoting general wellbeing and physical health.</b></p> <p><b>6. That isolation and loneliness can affect children and the benefits of seeking support.</b></p> <p><b>Health protection and prevention</b></p> <p><b>3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Bullying and mental health</b>	<p>Talking about how someone might feel when someone else is repeatedly unkind to them.*</p> <p>To know that repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer.*</p>	<p>Describing how bullying could negatively affect someone's feelings and how they view themselves.</p> <p>Reflecting on how people who are bullied might think and feel.</p> <p>To know that when someone is bullied repeatedly, they may start to believe the negative things said about them.</p>	<p>Explaining how and why bullying, including online (cyberbullying), can negatively impact mental wellbeing in the short and long term.</p> <p>Considering how those who are bullied would think and feel and demonstrating empathy towards them.</p> <p>To know that people who are bullied may need support to feel better and rebuild their confidence.</p> <p>To know that evidence shows that bullying has a negative impact on mental health now and in the future.</p>	<p><b>General wellbeing</b></p> <p><b>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>			

Please note these Year 1/2 statements are covered in our 'Connecting with others' units but are shown here as well to help demonstrate progression.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Being active</b>	<p>Recognising when they are active and how it makes them feel.</p> <p>Independently choosing active play or movement during the school day.</p> <p>Recognising opportunities that they have to be active outside of school.</p> <p>Beginning to join in with movement breaks or suggest when they need one.</p>		<p>Identifying different ways they are regularly active during the school day and outside of school.</p> <p>Recognising when they have been inactive for too long and choosing to move or be active.</p> <p>Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired).</p> <p>Recognising and explaining some of the benefits of being physically active.</p>		<p>Reflecting on how active they are each day and planning ways to move more during the week.</p> <p>Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels.</p> <p>Recognising the difference between light, moderate and vigorous activity and giving examples of each.</p> <p>Recognising and explaining the benefits of regular physical activity on both mental and physical health.</p>		<p><b>Physical health and fitness</b></p> <p><b>1. The characteristics and mental and physical benefits of an active lifestyle.</b></p> <p><b>2. The importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</b></p> <p><b>3. The risks associated with an inactive lifestyle (including obesity).</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that being active doesn't just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day.</p> <p>To know that moving their body every day helps them feel good and keeps them healthy.</p> <p>To know that running, jumping and playing help their body grow strong.</p> <p>To know that feeling tired can make it harder to run, play and have fun.</p>		<p>To know some simple healthy choices they can make to incorporate physical activity into their normal day (e.g. walking or cycling to school, taking the stairs, carrying your own bag).</p> <p>To know about opportunities in their community to be physically active.</p> <p>To know that some activities make their heart beat faster, their body warmer and their breathing heavier – and that this means their body is working hard and getting stronger.</p> <p>To know that physical activity strengthens their heart, lungs, muscles and bones.</p> <p>To know that being active helps with coordination, balance and energy levels.</p> <p>To know that sitting still for long periods (e.g. lots of screen time with no breaks) is not good for their bodies and can cause low energy.</p>		<p>To know that people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing.</p> <p>To know that being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight.</p> <p>To know that physical activity helps mental wellbeing by boosting mood and reducing stress.</p> <p>To know that moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling, playground games).</p> <p>To know that vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more.</p> <p>To know that children their age should get at least one hour of moderate to vigorous activity every day.</p> <p>To know that being overweight or obese means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.*</p> <p>To know that not being active can lead to long-term health problems, including obesity and poor mental wellbeing.</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Dental health</b>	<p>Explaining why it is important to brush their teeth regularly.</p> <p>Demonstrating how to correctly brush teeth using an electric and manual toothbrush.</p>		<p><b>Not taught in our RSE/PSHE scheme in this phase because the following statements are covered in the <a href="#">Science National curriculum for Lower key stage 2</a>.</b></p> <p>Identifying the different types of teeth in humans and their simple functions.</p> <p>Finding out what damages teeth and how to look after them.</p>		<p>Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups.</p>		<p><b>Health protection and prevention</b></p> <p><b>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and regular check-ups at the dentist.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that they should brush their teeth twice a day, in the morning and at night.</p> <p>To know that they need to brush every tooth and all of the surfaces.</p> <p>To know that sugary food and drink can damage teeth and should be limited.</p> <p>To know that they need to visit the dentist for check-ups, even if their teeth do not hurt.</p>				<p>To know that flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach.</p> <p>To know that most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay.</p> <p>To know that visiting the dentist every six months helps spot problems early before they become serious or painful.</p> <p>To know some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath).</p> <p>To know that having sugary snacks or drinks between meals is more harmful than having them at mealtimes.</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Healthy diet</b>	<p>Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks).</p> <p>Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).</p>		<p>Planning a healthy lunchbox or snack.</p> <p>Describing the role of different food groups and what makes for a healthy, balanced diet.</p> <p>Recognising natural and processed foods and what makes them different.</p>		<p>Evaluating food choices and what can influence these.</p> <p>Reading basic traffic light food labels to compare sugar, salt or fat content.</p> <p>Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness).</p> <p>Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising.</p> <p>Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt.</p>		<p><b>Healthy eating</b></p> <ol style="list-style-type: none"> <li><b>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</b></li> <li><b>2. Understanding the importance of a healthy relationship with food.</b></li> <li><b>3. The principles of planning and preparing a range of healthy meals.</b></li> <li><b>4. 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).</b></li> </ol> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that some food and drink are best for everyday and others only sometimes.</p> <p>To know that eating fruit and vegetables helps them stay strong and not get ill.</p> <p>To know that drinking water helps them feel awake and keeps their body working properly.</p> <p>To know that healthy foods help them grow, run, play and learn.</p> <p>To know that enjoying different foods and eating well is part of being healthy.</p>		<p>To know that a balanced diet includes a variety of food groups.</p> <p>To know that different food groups do different jobs in the body.</p> <p>To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food.</p> <p>To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need.</p> <p>To know that they should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated.</p> <p>To know that nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy.</p> <p>To know that processed foods are foods that have been changed or added to – like turning potatoes into crisps or fruit into fruit-flavoured sweets.</p> <p>To know that natural or less processed foods usually have more nutrients.</p>		<p>To know that sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods.</p> <p>To know that eating well supports both physical and mental health, including energy levels, mood and concentration.</p> <p>To know that poor nutrition can lead to tiredness, illness, low mood or long-term health problems.</p> <p>To know that nutritional labels show calories, fat, sugar and salt, which help people make informed choices.</p> <p>To know that calories are a measure of energy in food.</p> <p>To know that feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy.</p> <p>To know that obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.*</p> <p>To know that others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need.</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>The role of family</b>	Talking about how families are special.		Describing different ways families can spend time together.		Discussing how the time spent with family may change as they get older and how these relationships might evolve.		<b>Families and people who care for me</b>  <b>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</b>  <b>2. The characteristics of safe and happy family life, such as 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.</b>  <b>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</b>  <b>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	Identifying different ways family members help each other.  Recognising when someone in a family might need support.  Exploring why spending time with family is important to them.		Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc).  Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc)*.		Reflecting on how they support their families, how their families support them and why this is important to their family.  Exploring different ways parents or carers might protect and show care for their children.  Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect).		
	To know how some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill).  To know that spending time with family is important because it helps people build strong relationships and feel loved and supported.  To know that all families have arguments sometimes.		To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork).  To know that every family faces challenges.*  To know that families should make them feel loved, safe and supported.*		To know that 'commitment' means promising to be with someone through good and bad times.  To know that marriage and civil partnerships are a legal commitment between two people based on love and care.  To know that parents/carers are there to guide children and protect them and this might mean them setting boundaries or rules.  To know that families should support and protect the physical and mental health of all members and provide love and security to children.*		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Diversity in family structures</b>	Describing who is in their family, including the people they live with.		Recognising different family members and family set-ups in their own and others' families.		Analysing how different contexts can influence family roles and relationships.		<b>Families and people who care for me</b>  <b>3. That the families of other children, 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.</b>  <i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	Discussing how families are all unique and giving some examples from their own wider family group.  To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents).  To know that family members might live together or apart but still care for each other.  To know basic terms related to family relationships, such as mum, dad, brother, sister, grandparents, aunt, uncle, cousin, step-parent, or carer.		To know that different families might show love in different ways and spend time together in different ways.  To know that even though families may look very different, they usually have love and care for each other at the core of them.  To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness.		Recognising and respecting different types of families.  To know that family functions (e.g. support and caregiving) may be shared differently in different families.  To know that the central function of any family is to provide stability and safety to its members, especially children.		
<b>Family support</b>	Identifying some appropriate and inappropriate responses to common family disagreements.		Identifying some of the challenges that families might face.*		Recognising when a family relationship seems unsafe or unhealthy.		<b>Families and people who care for me</b>  <b>6. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</b>  <i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	To know home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school.		To know that every family faces challenges at some point and that there is always help available to children if they need it.*  To know that families should make them feel loved, safe and supported.*  To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems.		To know they can speak to someone at school or Childline if a family relationship is making them feel unsafe.  To know that families should support and protect the physical safety and mental health of all members.*		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Healthy friendships</b>	<p>Discussing what makes a good friend (e.g. kind, sharing).</p> <p>Discussing why friendships are important to them.</p> <p>Identifying and reflecting on simple ways they can make friends with others.</p>		<p>Identifying characteristics they look for in a friend and why.</p> <p>Considering practical ways they can be a good friend to others.</p> <p>Beginning to recognise unhealthy or unhappy friendships.</p>		<p>Considering the importance of friendships and the different ways friendships can enhance our lives.</p> <p>Suggesting ways people can make new friends throughout their lives.</p> <p>Recognising that friendships will change and evolve over time.</p> <p>Describing some signs of unhealthy or unhappy friendships.</p>		<p><b>Caring friendships</b></p> <p><b>1. How important friendships are in making us feel happy and secure and how people choose and make friends.</b></p> <p><b>2. That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Pupils should learn skills for developing healthy friendships.</b></p> <p><b>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes and that there is no shame in feeling lonely or talking about it.</b></p> <p><b>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</b></p> <p><b>5. That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened.</b></p> <p><b>7. How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that friends are people who like to spend time together and who are kind and helpful to one another.</p> <p>To know that having friends can help you feel happy and stop you feeling lonely.</p> <p>To know that loneliness means feeling alone, not just being alone.</p> <p>To know that friends will not always agree on everything.</p>		<p>To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness.</p> <p>To know that healthy friendships should help them feel included, valued and supported, especially during difficult times.</p> <p>To know that most friendships have ups and downs.</p> <p>To know that many people experience feelings of loneliness at times.</p> <p>To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend.</p>		<p>To know that close friendships are important for people's happiness and mental health.</p> <p>To know that signs of unhealthy friendships might be:</p> <ul style="list-style-type: none"> <li>• One-sidedness.</li> <li>• Frequent criticism.</li> <li>• Controlling behaviours.</li> <li>• Constant conflict.</li> <li>• Unreliable or untrustworthy actions.</li> </ul> <p>To know that how people deal with fallouts and disagreements can affect how strong their friendships become.</p> <p>To know that people who pressure, lie, or break promises may not be trustworthy.</p> <p>To know that it is ok to end a friendship if it is unhealthy or makes them unhappy.</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Friendship challenges</b>	<p>Beginning to express disagreement calmly (e.g. "I don't agree" or "Can I have a turn too?").</p> <p>Solving some minor disagreements with peers, using compromise, turn taking or asking for help from an adult.</p> <p>Recognising and admitting when they or others have behaved in a way that was unkind.</p>	<p>Using respectful language when disagreeing or solving problems with others.</p> <p>Taking ownership for their actions and explaining how they have acted impulsively or unkindly.</p> <p>Analysing situations and discussing appropriate and inappropriate responses.</p> <p>Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise.</p>	<p>Using respectful language when disagreeing or solving problems with others.</p> <p>Taking ownership for their actions and explaining how they have acted impulsively or unkindly.</p> <p>Analysing situations and discussing appropriate and inappropriate responses.</p> <p>Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise.</p>	<p>Using respectful language when disagreeing or solving problems with others.</p> <p>Taking ownership for their actions and explaining how they have acted impulsively or unkindly.</p> <p>Analysing situations and discussing appropriate and inappropriate responses.</p> <p>Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise.</p>	<p>Resolving conflict using calm, assertive communication (e.g. "I feel... when you..." statements).</p> <p>Self-identifying when they need to adjust their behaviour.</p> <p>Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.</p> <p>Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future.</p>	<p>Resolving conflict using calm, assertive communication (e.g. "I feel... when you..." statements).</p> <p>Self-identifying when they need to adjust their behaviour.</p> <p>Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.</p> <p>Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future.</p>	<p><b>Caring friendships</b></p> <p><b>6. How to manage conflict and that resorting to violence is never right.</b></p> <p><b>Respectful, kind relationships</b></p> <p><b>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that it is okay to feel upset but it is not okay to act in unkind ways or to hurt others.</p> <p>To know that sometimes they may need to pause and think before reacting.</p> <p>To know that saying sorry can help make things better when something goes wrong.</p>	<p>To know that apologising and discussing feelings can help solve problems and maintain good relationships.</p> <p>To know that respectful disagreement is a normal part of healthy relationships.</p> <p>To know that compromise and fairness are vital to any friendship.</p>	<p>To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques).</p> <p>To know that it is important to regulate our responses to emotions so they do not control our feelings and actions.*</p> <p>To know that if conflict exists, using violence or aggression is not acceptable and will make things worse.</p>	<p>To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques).</p> <p>To know that it is important to regulate our responses to emotions so they do not control our feelings and actions.*</p> <p>To know that if conflict exists, using violence or aggression is not acceptable and will make things worse.</p>			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Respecting each other</b>	Using simple, polite phrases in everyday situations.		Using manners when: <ul style="list-style-type: none"> <li>• Getting someone's attention.</li> <li>• Eating meals together.</li> <li>• Moving around the school or the classroom.</li> <li>• Speaking to new people.</li> </ul>		Using courtesy and manners in a variety of situations, such as: <ul style="list-style-type: none"> <li>• Being late.</li> <li>• Forgetting something.</li> <li>• Admitting a mistake.</li> <li>• Challenging something respectfully.</li> <li>• In a new or unfamiliar environment.</li> </ul>		<b>Respectful, kind relationships</b>  <b>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</b>  <b>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</b>  <b>7. The conventions of courtesy and manners.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	Showing respectful behaviour towards others by listening, sharing and taking turns.		Considering how words, tone and body language can show respect or disrespect, and recognising how this influences the way others perceive them.		Considering how to apply respectful behaviour across different settings (e.g. school, public places, online).		
	Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall).		Identifying respectful and disrespectful behaviours in a range of scenarios.		Practising adapting communication to show respect in formal and informal situations, with both peers and adults.		
			Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music).		Recognising situations where their personal preferences may conflict with others' needs and to respond appropriately (e.g. not playing music aloud on transport, being aware of body space).		
			Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema).				
	To know that being polite is a way of treating others with kindness.		To know that respect means treating others as you would like to be treated: with kindness and fairness.		To know that respect can also mean recognising someone's role or responsibility, e.g. showing respect to teachers, leaders or people in public service.		
	To know that they share spaces with other people and need to be kind and consider the other people around them.		To know that everyone has the right to be treated with respect.		To know that people should try to balance their own needs and wants with the needs and rights of those around them to be respectful.		
	To know that everyone has different likes, dislikes and feelings.		To know that good manners are a way of showing respect to other people.				
	To understand that something they enjoy might not be enjoyable for someone else.		To know that different people may have different needs and preferences in the same space.		To know that people have a responsibility to each other to behave appropriately and fairly.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Understanding boundaries</b>	<p>Asking permission before touching or using someone else's belongings.</p> <p>Expressing their own boundaries using simple language (e.g. "I don't like that").*</p> <p>Respecting when others say no or need space.</p>	<p>Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").</p> <p>Listening and responding respectfully when someone makes a request or expresses a boundary.</p> <p>Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult).</p>	<p>Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").</p> <p>Listening and responding respectfully when someone makes a request or expresses a boundary.</p> <p>Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult).</p>	<p>Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").</p> <p>Listening and responding respectfully when someone makes a request or expresses a boundary.</p> <p>Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult).</p>	<p>Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements).</p> <p>Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.</p>	<p>Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements).</p> <p>Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.</p>	<p><b>Respectful, kind relationships</b></p> <p><b>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</b></p> <p><b>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</b></p> <p><b>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that they can talk to a trusted adult if someone crosses a boundary.*</p> <p>To know that everyone has the right to say no, even to people they know.*</p>	<p>To know that respecting boundaries helps keep relationships safe and healthy.</p> <p>To know that physical, emotional and digital boundaries are all important.</p> <p>To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable.</p>	<p>To know that respecting boundaries helps keep relationships safe and healthy.</p> <p>To know that physical, emotional and digital boundaries are all important.</p> <p>To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable.</p>	<p>To know that respecting boundaries helps keep relationships safe and healthy.</p> <p>To know that physical, emotional and digital boundaries are all important.</p> <p>To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable.</p>	<p>To know that healthy relationships involve mutual trust, respect and consent.</p> <p>To know that it is okay to say no, to change their mind or a boundary, even if they previously gave permission.</p> <p>To know that crossing someone's boundary, even as a joke, can harm trust and damage relationships.</p> <p>To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe.</p>	<p>To know that healthy relationships involve mutual trust, respect and consent.</p> <p>To know that it is okay to say no, to change their mind or a boundary, even if they previously gave permission.</p> <p>To know that crossing someone's boundary, even as a joke, can harm trust and damage relationships.</p> <p>To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe.</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Respectful conflict</b>	<p>Expressing basic feelings (e.g. “I feel sad”) and needs politely (e.g. “Please stop”).</p> <p>Using polite words to ask for help or solve small problems.</p> <p>Beginning to use calming strategies with adult support.</p>	<p>Expressing basic feelings (e.g. “I feel sad”) and needs politely (e.g. “Please stop”).</p> <p>Using polite words to ask for help or solve small problems.</p> <p>Beginning to use calming strategies with adult support.</p>	<p>Practising saying no or expressing disagreement respectfully.</p> <p>Communicating simple boundaries clearly (e.g. “I don’t want to play that game”).</p> <p>Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk).</p>	<p>Practising saying no or expressing disagreement respectfully.</p> <p>Communicating simple boundaries clearly (e.g. “I don’t want to play that game”).</p> <p>Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk).</p>	<p>Recognising when to stand up for themselves and when to compromise.</p> <p>Discussing real-life examples of balancing their own needs with others.</p> <p>Practising discussing disagreements without blaming others or over-reacting.</p>	<p>Recognising when to stand up for themselves and when to compromise.</p> <p>Discussing real-life examples of balancing their own needs with others.</p> <p>Practising discussing disagreements without blaming others or over-reacting.</p>	<p><b>Respectful, kind relationships</b></p> <p>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p> <p>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>

Respectful relationships	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Self-respect and self-esteem</b>	Talking about things they are good at and enjoy.		Identifying their own characteristics, strengths, skills and interests.		Recognising and celebrating their own identity and what makes them unique.		<b>Respectful, kind relationships</b>  <b>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</b>  <b>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	Recognise and naming their own feelings and achievements.  Beginning to set simple personal goals, e.g. "I want to learn to tie my shoelaces".  Practising positive self-talk with adult support, e.g. "I can do it if I keep trying".		Reflecting on personal achievements and progress.  Setting and working towards personal goals with more independence.  Beginning to challenge negative self-talk and compare themselves less to others.		Reflecting on personal values and how these should influence their behaviour and choices.  Setting personal goals and planning how to work towards them.*  Practising self-care strategies that support emotional wellbeing.		
	To know that everyone is unique and important.*  To know that everyone has different strengths or things they are good at.*  To know that they can feel proud of themselves for trying their best.		To know that self-respect means valuing yourself and treating yourself with kindness.  To know that trying new things, learning from mistakes and achieving goals can build confidence.  To know that others may have different strengths and interests.		To know that behaving in a way that aligns with our values contributes to self-respect.*  To know that self-respect supports good mental health and happiness and aids personal growth.  To know that identity includes values, beliefs, likes, dislikes and cultural background.  To know that developing interests and achieving goals helps build self-esteem.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Valuing diversity</b>	Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs).		Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes).		Noticing where stereotypes might appear such as in books, games, adverts or everyday language.		<b>Respectful, kind relationships</b>  <b>5. That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</b>  <b>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging.  To know that people in a community can be different from each other and this makes the community interesting and special.  To know that it is unfair to treat someone differently just because they are different from you.  To know that it is important to treat everyone with kindness and respect.  To know that differences between people are something to celebrate.		Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel.  To know that diversity means people have different backgrounds, cultures, religions and beliefs.  To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals.  To know that people should be treated as an individual and with respect.		Considering how people are shown respect or disrespect in real-life situations, such as in the news or sport.  Practising ways to safely speak out against unfairness or exclusion, using respectful language.  To know that discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability.  To know that stereotypes can be harmful because they limit what people believe they can do or become.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Bullying</b>	<p>Recognising bullying behaviour in simple scenarios, including online.</p> <p>Talking about how someone might feel when someone else is repeatedly unkind to them.*</p>		<p>Identifying examples of different types of bullying in various contexts, including online.</p> <p>Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted.</p> <p>Rehearsing what to do or say when they see bullying happening.</p>		<p>Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders.</p> <p>Demonstrating safe and effective ways to respond to bullying, both in person and online.</p>		<p><b>General wellbeing</b></p> <p><b>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</b></p> <p><b>Respectful, kind relationships</b></p> <p><b>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose').</p> <p>To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People').</p>		<p>To know there are different types of bullying including physical, verbal and online (cyberbullying).</p> <p>To know that there may be times when they see or become aware of bullying happening to others, either in person or online.</p> <p>To know that bullying may target someone's appearance, beliefs or abilities.</p> <p>To know who they should tell about bullying, whether it is happening to them or others.</p>		<p>To know that a bystander is someone who sees or knows that bullying is happening but does not take part or take action.</p> <p>To know that an upstander is someone who witnesses bullying and chooses to take safe and appropriate action.</p> <p>To know that bullying can seriously affect the mental health of those involved and can have a long-term impact.</p> <p>To know how to get help from trusted adults, school procedures or external support services (e.g. Childline).</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<p><b>Relationship support*</b></p> <p>*repeated in <b>Staying safe</b></p>	<p>Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.*</p> <p>Naming some trusted adults at home and school.*</p>	<p>Practising how they would ask for help and say ‘no’ in certain situations.*</p> <p>Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards)*.</p>	<p>Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*</p> <p>Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*</p> <p>Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*</p>	<p>Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*</p> <p>Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*</p> <p>Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*</p>	<p>Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*</p> <p>Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*</p> <p>Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*</p>	<p>Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*</p> <p>Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*</p> <p>Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*</p>	<p><b>Respectful, kind relationships</b></p> <p><b>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</b></p> <p><i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.</p> <p>To know that they should always seek help if:</p> <ul style="list-style-type: none"> <li>Someone is unkind, hurts them or someone else, including online.</li> <li>They feel scared, worried or confused, including online.</li> <li>Someone asks them to keep a secret that makes them uncomfortable, including online.</li> </ul>	<p>To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway.</p> <p>To know that they should seek help if:</p> <ul style="list-style-type: none"> <li>Someone touches them or speaks to them in a way that feels wrong, including online.</li> <li>They feel pressured to do something unsafe or that they don’t want to do, including online.</li> <li>They see or hear something that worries them, even if it’s not about them, including online.</li> </ul>	<p>To know that they should always seek help if:</p> <ul style="list-style-type: none"> <li>They experience or witness violence, threats or harm, either in person or online.</li> <li>Someone tries to hurt them or others physically or emotionally, including online.</li> <li>Someone touches them or talks to them in an unsafe or inappropriate way, including online.</li> <li>They feel unsafe but are not sure why, or are unsure who to trust, including online.</li> <li>They are worried about someone else being hurt or treated badly, including online.</li> </ul>	<p>To know that they should always seek help if:</p> <ul style="list-style-type: none"> <li>They experience or witness violence, threats or harm, either in person or online.</li> <li>Someone tries to hurt them or others physically or emotionally, including online.</li> <li>Someone touches them or talks to them in an unsafe or inappropriate way, including online.</li> <li>They feel unsafe but are not sure why, or are unsure who to trust, including online.</li> <li>They are worried about someone else being hurt or treated badly, including online.</li> </ul>	<p>To know that they should always seek help if:</p> <ul style="list-style-type: none"> <li>They experience or witness violence, threats or harm, either in person or online.</li> <li>Someone tries to hurt them or others physically or emotionally, including online.</li> <li>Someone touches them or talks to them in an unsafe or inappropriate way, including online.</li> <li>They feel unsafe but are not sure why, or are unsure who to trust, including online.</li> <li>They are worried about someone else being hurt or treated badly, including online.</li> </ul>	<p>To know that they should always seek help if:</p> <ul style="list-style-type: none"> <li>They experience or witness violence, threats or harm, either in person or online.</li> <li>Someone tries to hurt them or others physically or emotionally, including online.</li> <li>Someone touches them or talks to them in an unsafe or inappropriate way, including online.</li> <li>They feel unsafe but are not sure why, or are unsure who to trust, including online.</li> <li>They are worried about someone else being hurt or treated badly, including online.</li> </ul>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Being online</b>	Recognising some occasions when they are online in their everyday life.		Identifying what the internet can be used for.		Recognising that online experiences can have both positive and negative effects.		<b>Wellbeing online</b>  <b>1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</b>  <i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online.		To recognise that many everyday activities involve being online, even when it is not obvious.		To know that specific online activities are designed for different purposes (e.g communication, entertainment, learning).		
<b>Online relationships</b>	Identifying activities that can be done online with others and those that are done in person.		Identifying the benefits and barriers of online and in-person communication.		Identifying the benefits of in-person relationships on their wellbeing.		<b>Wellbeing online</b>  <b>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</b>  <b>4. How to consider the impact of their online behaviour on others and how to recognise and display respectful behaviour online.</b>  <b>Relationships - online safety and awareness</b>  <b>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	Recognising that polite behaviour in person is the same as polite behaviour online.		Communicating respectfully and appropriately in an online environment.		Recognising the effect of online interactions on their wellbeing.		
	To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person.		Considering the impact of disrespectful communication on the person they are interacting with online.		To know that in-person interactions can offer advantages that online interactions may not have.		
			To know that the same respectful behaviours apply online as in person.				
			To know that online communication can make misunderstandings more likely.				

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Risks and harms</b>	<p>Recognising when screen time has distracted them from doing something important.</p> <p>Beginning to identify when someone has shared too much information about themselves online.</p> <p>Deciding whether something online is appropriate or not.</p>	<p>Recognising when screen time is changing their mood or stopping them from doing other things they enjoy.</p> <p>Identifying when bullying is happening online.</p> <p>Role-playing how to report concerns about bullying or strangers online.</p>	<p>Recognising that changes in mood or self-esteem can be linked to time spent online.</p> <p>Identifying how online content (including influencers, advertising and scams) can affect thoughts, choices and behaviour.</p> <p>Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested.</p>	<p>Recognising when screen time has distracted them from doing something important.</p> <p>Beginning to identify when someone has shared too much information about themselves online.</p> <p>Deciding whether something online is appropriate or not.</p>	<p>Recognising when screen time is changing their mood or stopping them from doing other things they enjoy.</p> <p>Identifying when bullying is happening online.</p> <p>Role-playing how to report concerns about bullying or strangers online.</p>	<p>Recognising that changes in mood or self-esteem can be linked to time spent online.</p> <p>Identifying how online content (including influencers, advertising and scams) can affect thoughts, choices and behaviour.</p> <p>Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested.</p>	<p><b>Wellbeing online</b></p> <p>3. The benefits of limiting 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>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms and that gaming can become addictive.</p> <p>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</p> <p>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>9. How to understand the information they find online, including from search engines and know how information is selected and targeted.</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online.</p> <p><b>Relationships - online safety and awareness</b></p> <p>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that too much screen time can interfere with other healthy habits.</p> <p>To know it is unsafe to share some information online.</p> <p>To know who to report worries to about things seen online.</p> <p>To know that people in some online videos may be pretending or acting.</p>	<p>To know they should only communicate online with others they know, not with strangers.</p> <p>To know that bullying can happen online.</p> <p>To know that even when they are speaking to friends online, they should not share private information.</p> <p>To know how to screen grab information that can be used to report a concern online.</p>	<p>To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious.</p> <p>To know that online content is often edited and carefully chosen.</p> <p>To know that personal data includes information about a person, including their online behaviour and interests.</p> <p>To know that apps, websites and games can collect personal data.</p>				

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
Responsible and safe use	<p><i>Coming soon!</i></p> <p>This section of the progression is currently under development. An updated version will be published by 1 March 2026.</p>						<p>Wellbeing online</p> <p>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</p> <p>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</p> <p>9. How to understand the information they find online, including from search engines and know how information is selected and targeted.</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online.</p> <p>Relationships - online safety and awareness</p> <p>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a></i></p>

	Year 1	Year 2	Key stage 1 Pupils should be taught:	Year 3	Year 4	Year 5	Year 6	Key stage 2 Pupils should be taught:
<p><b>Developing confidence and responsibility and making the most of their abilities</b></p>	<p>Giving reasons for their opinions.</p> <p>Describing some different jobs.</p>		<p>a. To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>b. To share their opinions on things that matter to them and explain their views.</p> <p>c. To recognise, name and deal with their feelings in a positive way. <i>(Covered in My healthy self units.)</i></p> <p>d. To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>e. How to set simple goals.</p> <p><i>Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a>.</i></p>	<p>Recognising a wider range of jobs available.</p> <p>Identifying their personal strengths and skills and considering how these relate to jobs.</p> <p>Explaining some common gender stereotypes, why they are unhelpful and how to challenge them.</p> <p>Explaining the pros and cons of changing careers.</p>		<p>Explaining the issues and causes they care about.</p> <p>Classifying spending decisions as needs or wants.</p> <p>Explaining how to safeguard their money online and offline.</p> <p>Explaining the risks of gambling.</p> <p>Recognising common stereotypes related to different jobs.</p>		<p>a. To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>b. To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. <i>(Covered in My healthy self and Connecting with others.)</i></p> <p>c. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>d. To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. <i>(Covered in Growing up and Connecting with others.)</i></p> <p>e. About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>f. To look after their money and realise that future wants and needs may be met through saving.</p> <p><i>Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a>.</i></p>
	<p>To know it is important to listen carefully to others' ideas.</p>			<p>To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping.</p> <p>To know that stereotypes can restrict people's sense of what they can do or become.</p> <p>To know that getting value for money involves considering the cost, usefulness and quality of items.</p> <p>To know that budgeting involves planning how to spend and save available money.</p>		<p>To understand that borrowing money may require paying more than the original amount due to interest.</p> <p>To understand that gambling involves risking money with a significant chance of losing it.</p>		

	Year 1	Year 2	Key stage 1 Pupils should be taught:	Year 3	Year 4	Year 5	Year 6	Key stage 2 Pupils should be taught:
<b>Preparing to play an active role as citizens</b>	<p>Explaining why babies and young children need help from adults to meet their needs.</p> <p>Explaining why voting is a fair way to decide something that affects many people.</p> <p>Identifying some groups they belong to.</p> <p>Describing some of the ways they and others help the school and local environment.</p> <p>Explaining why rules are important.</p> <p>Sharing their opinion and trying to persuade others.</p>		<p>a. To take part in discussions with one other person and the whole class.</p> <p>b. To take part in a simple debate about topical issues.</p> <p>c. To recognise choices they can make, and recognise the difference between right and wrong.</p> <p>d. To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>e. To realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>f. That they belong to various groups and communities, such as family and school.</p> <p>G. What improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>h. To contribute to the life of the class and school.</p> <p>i. To realise that money comes from different sources and can be used for different purposes.</p> <p><i>Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a>.</i></p>	<p>Identifying things that can and cannot be recycled.</p> <p>Explaining how reducing, reusing and recycling resources can help the environment.</p> <p>Describing the local council's role in looking after the local area.</p> <p>Recognising the ways in which people's rights can support and protect them.</p>		<p>Explaining what happens when someone breaks the law.</p> <p>Explaining why prejudice and discrimination are wrong and the effect they can have on people and the community.</p> <p>Recognising that the rights and responsibilities of different groups may not always align.</p> <p>Explaining how some people have contributed to their community and beyond.</p> <p>Role-playing a local council surgery.</p> <p>Explaining how they can influence what happens in Parliament.</p>		<p>a. To research, discuss and debate topical issues, problems and events.</p> <p>b. Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>c. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. <i>(Covered in Connecting with others.)</i></p> <p>d. That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p>e. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. <i>(Covered in all key areas.)</i></p> <p>f. To resolve differences by looking at alternatives, making decisions and explaining choices. <i>(Covered in Connecting with others.)</i></p> <p>g. What democracy is, and about the basic institutions that support it locally and nationally.</p> <p>h. To recognise the role of voluntary, community and pressure groups.</p> <p><i>Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a>.</i></p>

	Year 1	Year 2	Key stage 1 Pupils should be taught:	Year 3	Year 4	Year 5	Year 6	Key stage 2 Pupils should be taught:
<b>Preparing to play an active role as citizens</b>	<p>To know that babies and young children need help to eat, sleep, get dressed and stay clean.</p> <p>To know that different pets need looking after in different ways.</p> <p>To know that voting allows everyone to have a say, even though some people may not get the outcome they want.</p> <p>To know that different coins and notes are worth different amounts.</p> <p>To know that everybody has a responsibility to care for the school and local environment.</p> <p>To know that many people earn money by having a job but income can also come from other sources.</p>	<p>a. To take part in discussions with one other person and the whole class.</p> <p>b. To take part in a simple debate about topical issues.</p> <p>c. To recognise choices they can make, and recognise the difference between right and wrong.</p> <p>d. To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>e. To realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>f. That they belong to various groups and communities, such as family and school.</p> <p>g. What improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>h. To contribute to the life of the class and school.</p> <p>i. To realise that money comes from different sources and can be used for different purposes.</p> <p><i>Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a>.</i></p>	<p>To know that rights are basic freedoms that belong to every person in the world.</p> <p>To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones.</p> <p>To know that reducing waste is better than reusing and reusing is better than recycling.</p> <p>To know that different people (e.g. adults, police, politicians) work to protect people's rights.</p> <p>To know that responsibilities are things people need to do to look after themselves, other people and places.</p> <p>To know that the local council is responsible for deciding how money is best spent in the local community.</p>	<p>To know that prejudice is making unfair assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently or unfairly because of certain characteristics, such as age, gender or religion.</p> <p>To know that there are laws to protect people's rights and ensure they are treated fairly and kept safe.</p> <p>To know that there are consequences if laws are broken.</p> <p>To know that setting up community groups is one way people can contribute to their community.</p> <p>To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes.</p> <p>To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community.</p> <p>To know that elections allow people to vote for a Member of Parliament to represent them in Parliament.</p> <p>To know that people pay taxes to fund Government and local spending.</p>	<p>a. To research, discuss and debate topical issues, problems and events.</p> <p>b. Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>c. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. <i>(Covered in Connecting with others.)</i></p> <p>d. That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p>e. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences <i>(Covered in all key areas.)</i></p> <p>f. To resolve differences by looking at alternatives, making decisions and explaining choices. <i>(Covered in Connecting with others.)</i></p> <p>g. What democracy is, and about the basic institutions that support it locally and nationally.</p> <p>h. To recognise the role of voluntary, community and pressure groups.</p> <p><i>Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a>.</i></p>			

‘Developing a healthy, safer lifestyle’ statements from the non-statutory [Citizenship Programmes of Study for KS1 and KS2](#) are **not** taught through the Citizenship units. This is because the non-statutory Citizenship guidance was published before the [statutory RHE guidance](#) was developed and there is overlap in content.

Where learning appears in both pieces of guidance, it is taught through the statutory key areas rather than within the Citizenship units. Where this learning is covered is shown in the table below. This approach ensures clarity, avoids unnecessary duplication and supports coherent progression across the scheme, while still ensuring coverage of statutory and non-statutory requirements.

	<b>Key stage 1</b> Pupils should be taught:	<b>Key stage 2</b> Pupils should be taught:
<b>Developing a healthy, safer lifestyle</b>	<p>a. How to make simple choices that improve their health and wellbeing. <i>(Covered in My healthy self units.)</i></p> <p>b. To maintain personal hygiene. <i>(Covered in My healthy self and Health protection units.)</i></p> <p>c. How some diseases spread and can be controlled. <i>(Covered in Health protection units.)</i></p> <p>d. About the process of growing from young to old and how people's needs change. <i>(Covered in Growing up units.)</i></p> <p>e. The names of the main parts of the body. <i>(Covered in Growing up units.)</i></p> <p>f. That all household products, including medicines, can be harmful if not used properly. <i>(Covered in Staying safe units.)</i></p> <p>g. Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. <i>(Covered in Staying safe units.)</i></p> <p><i>Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a>.</i></p>	<p>a. What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. <i>(Covered in My healthy self units.)</i></p> <p>b. That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. <i>(Covered in Health protection units.)</i></p> <p>c. About how the body changes as they approach puberty. <i>(Covered in Growing up units.)</i></p> <p>d. Which commonly available substances and drugs are legal and illegal, their effects and risks. <i>(Covered in Staying safe units.)</i></p> <p>e. To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable. <i>(Covered in Staying safe units.)</i></p> <p>f. That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. <i>(Covered in Staying safe units.)</i></p> <p>g. School rules about health and safety, basic emergency aid procedures and where to get help. <i>(Covered in Health protection units.)</i></p> <p><i>Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a>.</i></p>

‘Developing good relationships and respecting the differences between people’ statements from the [non-statutory Citizenship Programmes of Study for KS1 and KS2](#) are **not** taught through the Citizenship units. This is because the non-statutory Citizenship guidance was published before the [statutory Relationships and Health Education](#) guidance and there is overlap in content.

Where learning appears in both pieces of guidance, it is taught through the statutory key areas rather than within the Citizenship units. Where this learning is covered is shown below. This approach ensures clarity, avoids unnecessary duplication and supports coherent progression across the scheme, while still ensuring full coverage of statutory and non-statutory requirements.

	<b>Key stage 1</b> Pupils should be taught:	<b>Key stage 2</b> Pupils should be taught:
<b>Developing good relationships and respecting the differences between people</b>	a. To recognise how their behaviour affects other people. b. To listen to other people, and play and work cooperatively. c. To identify and respect the differences and similarities between people. d. That family and friends should care for each other. e. That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.  (All statements covered in <i>Connecting with others</i> units.)  Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a> .	a. That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. b. To think about the lives of people living in other places and times, and people with different values and customs. c. To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. d. To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. e. To recognise and challenge stereotypes. f. That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. g. Where individuals, families and groups can get help and support.  (All statements covered in <i>Connecting with others</i> units.)  Statements taken from <a href="#">Citizenship: Programme of study (non-statutory)</a> .

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Recognising unsafe personal situations</b>	Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked).	Discussing what types of touch they do and do not like from friends and family members.	Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member).	Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets).	Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play.	Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online.	<b>Being safe</b>  <b>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</b>  <b>2. 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.</b>  <b>3. That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</b>  <b>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</b>  <b>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	<p>To understand that their body is special and it belongs to them.*</p> <p>To know the correct names for private body parts, including the penis, testicles, vulva and vagina.*</p> <p>To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission.</p> <p>To know that a stranger is anybody that they do not know.</p> <p>To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry).</p>	<p>To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.</p> <p>To know the correct terms for private body parts, including the scrotum and nipples.</p> <p>To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).</p> <p>To know that feeling and being unsafe can happen even with someone they know.</p> <p>To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware.</p> <p>To know that they should not share personal information with people they do not know and trust, including online.</p>	<p>Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help.</p> <p>Practising how to ask for, give or refuse permission or consent in a range of situations.</p>	<p>To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign.</p> <p>To know that someone asking them to keep conversations or photos private, especially online, may be unsafe.</p> <p>To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people.</p> <p>To know that not everyone online is who they say they are.</p> <p>To know that the absence of permission or consent means that a situation is likely to be unsafe.</p>			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Relationship support</b>  * This section is repeated in <b>Connecting with others</b>	Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong".*  Naming some trusted adults at home and school.*		Practising how they would ask for help and say 'no' in certain situations.*  Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).*		Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*  Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.*  Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*		<b>Being safe</b>  <b>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</b>  <b>7. How to ask for advice or help for themselves or others and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.  To know that they should always seek help if: <ul style="list-style-type: none"> <li>Someone is unkind, hurts them or someone else, including online.</li> <li>They feel scared, worried or confused, including online.</li> <li>Someone asks them to keep a secret that makes them uncomfortable, including online.</li> </ul>	To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway.  To know that they should seek help if: <ul style="list-style-type: none"> <li>Someone touches them or speaks to them in a way that feels wrong, including online.</li> <li>They feel pressured to do something unsafe or that they don't want to do, including online.</li> <li>They see or hear something that worries them, even if it's not about them, including online.</li> </ul>	To know that they should always seek help if: <ul style="list-style-type: none"> <li>They experience or witness violence, threats or harm, either in person or online.</li> <li>Someone tries to hurt them or others physically or emotionally, including online.</li> <li>Someone touches them or talks to them in an unsafe or inappropriate way, including online.</li> <li>They feel unsafe but are not sure why, or are unsure who to trust, including online.</li> <li>They are worried about someone else being hurt or treated badly, including online.</li> </ul>				

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Road and rail safety</b>	Identifying safe places to walk on the pavement.  Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads.		Explaining how to safely cross roads using a variety of crossing types.  Identifying various risks on roads and ways to make them safer.		Identifying safe places to cross a road and describing different strategies to cross safely.  Explaining how to safely cross a railway line, at identified crossing points.  Identifying various risks on railways and ways to make them safer.		<b>Personal safety</b>  <b>2. How to recognise risk and keep safe around roads, railways, including level crossings and water, including the water safety code.</b>  <i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	To know the 'Stop, Look and Listen' rule for crossing a road.  To know that a helmet should be worn when biking or scooting.  To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers).		To know some common road-crossing types.  To know some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways).		To know some common safety issues when crossing the road or around railways.  To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines.  To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway.		
<b>Water safety</b>	Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding some potential dangers associated with each.		Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures).  Explaining some water safety signs and their meaning.		Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks.		
	To know that they should never enter the water without an adult supervising.  To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help.		To know that swimming in open water is usually more dangerous than swimming in a swimming pool.  To know that if someone else is in trouble in the water they should throw in something that floats.		To know what beach safety flags tell us about the conditions.  To know the water safety code (Stop and think, Stay together, call 999, float).		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Hazards at home and away</b>	<p>Recognising when something may be dangerous in the home.</p> <p>Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why.</p> <p>Following simple safety rules in different settings.</p>		<p>Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios.</p> <p>Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean.</p>		<p>Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety.</p> <p>Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places).</p> <p>Assessing whether a situation is hazardous and explaining why.</p> <p>Considering how to respond to hazards in a range of situations, including those involving peers.</p>		<p><b>Personal safety</b></p> <p><b>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</b></p> <p><i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>
	<p>To know that some things in the home can be harmful.</p>		<p>To know that thinking ahead and considering potential risks can help prevent accidents.</p> <p>To know that fire can spread quickly and should never be played with.</p> <p>To know that appliances and household products should only be used for the purpose they are designed for.</p>		<p>To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices.</p> <p>To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks).</p> <p>To know that some environments carry higher risk and require greater caution.</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<p><b>Calling the emergency services</b></p> <p>* This section is developed further in <b>Health protection and First aid units</b></p>	<p>Identifying some emergency situations.*</p> <p>To know that 999 is the number to dial in an emergency.*</p> <p>To know the emergency services are the police, fire and ambulance services.*</p>		<p>Identifying different ways of getting help in an emergency, including phoning 999.*</p> <p>To know that an operator will ask which emergency service is needed, what happened and where.*</p>		<p>Identify situations where calling 999 is appropriate vs not.*</p> <p>Recognising other ways of getting help when it is needed, but is not an emergency.*</p> <p>Explaining why filming an incident is not usually the right course of action in an emergency.*</p> <p>To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.*</p> <p>To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.*</p>		<p><b>Basic first aid</b></p> <p><b>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</b></p> <p><i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Drugs, alcohol, tobacco and vaping</b>	Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).		Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).		Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco).  Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis).  Explaining the risks and consequences of using harmful substances and practising how to say 'no'.		<b>Drugs, alcohol, tobacco and vaping</b>  <b>1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</b>  <i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	<p>To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful.</p> <p>To know that they should never touch or taste something if they do not know what it is.</p> <p>To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission.</p> <p>To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).</p>		<p>To know that alcohol and smoking/vaping are legal for adults but illegal for children.</p> <p>To know that alcohol and smoking/vaping both have harmful effects on the body.</p> <p>To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful.</p>		<p>To know that drugs are substances that change how the body or mind works.</p> <p>To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor.</p> <p>To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health.</p> <p>To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children.</p> <p>To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Changing bodies</b>	<p>Identifying simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discussing how they are growing and changing.</p> <p>Describing things they can do now which they could not do as a baby or toddler (e.g. feeding themselves, dressing themselves, etc).</p> <p>Expressing personal boundaries using simple language (e.g. "Don't touch me there").*</p>		<p>Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings.</p> <p>Describing some emotional changes that happen during adolescence.</p> <p>Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").*</p>		<p>Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence.</p> <p>Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings).</p> <p>Describing the stages of the menstrual cycle.</p> <p>Challenging behaviour that crosses personal boundaries, while staying respectful and safe.*</p>		<p><b>Developing bodies</b></p> <ol style="list-style-type: none"> <li><b>1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle and puberty should be discussed as a stage in this process.</b></li> <li><b>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</b></li> <li><b>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</b></li> </ol> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Changing bodies</b>	<p>To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique.</p> <p>To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body.</p> <p>To know that humans grow and change as they get older, from babies to children to teenagers to adults.</p> <p>To know that growing up means becoming more independent in looking after ourselves.</p> <p>To understand that their body is special and belongs to them.*</p> <p>To know that some parts of the body are private and that they should always respect their own and others' privacy.</p> <p>To know the correct names for private body parts* (e.g. penis, vulva, vagina, testicles, scrotum and nipples).</p> <p>To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with.</p> <p>To know that physical changes to the body are a normal part of growing up and becoming an adult.</p>		<p>To know that unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect.</p> <p>To know that their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal.</p> <p>To know that as their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings).</p> <p>To know that one of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle).</p> <p>To know that during a period a small amount of blood leaves the body from the vagina each month.</p> <p>To know that periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help.</p> <p>To know that some people experience discomfort or pain during their period and that this is common.</p> <p>To know the correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair).</p> <p>To know that they should talk to a trusted adult if they have any worries or concerns, including around body changes and growing up.</p>		<p>To know that everyone's body changes during puberty in different ways and at different times and that making comments about these changes can be unkind and harmful.</p> <p>To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles).</p> <p>To know that the stage in which an individual changes from a child to an adult is called 'puberty' and this happens over a period of time as more hormones are released into the body.</p> <p>To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle.</p> <p>To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness.</p> <p>To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable.</p> <p>To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable.</p> <p>To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up.</p> <p>To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help).</p> <p>To know that wet dreams and erections are natural physical changes that happen to most boys during puberty.</p> <p>To know that a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep.</p> <p>To know that an erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.</p>		<p><b>Developing bodies</b></p> <p><b>1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle and puberty should be discussed as a stage in this process.</b></p> <p><b>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</b></p> <p><b>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</b></p> <p><i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p>

	<b>Year 6 (optional unit)</b>	<b>By the end of KS2</b>
<b>Sex education (non-statutory)</b>	<p>Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs.</p> <p>Describing, in simple terms, how a baby is conceived and born (e.g. that sexual intercourse is the way humans reproduce).</p> <p>Asking questions about growing up, relationships, conception and birth in a respectful and appropriate way.</p> <p>To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex).</p> <p>To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older.</p> <p>To know that pregnancy begins when a fertilised egg grows in the uterus.</p> <p>To know that a baby develops in the uterus for approximately nine months.</p> <p>To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.</p> <p>To know that there are different ways people can become parents, including through IVF and adoption.</p> <p>To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.</p>	<p>This is non-statutory and parents have the right to withdraw their children from the lessons in the Sex education unit.</p>

\*The optional Sex education unit for Year 6 builds on learning developed in the 'Growing up' units in earlier year groups and assumes pupils have covered those statutory units.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Preventing illness</b>	Practising how to wash their hands properly using soap and water.		Explaining how germs and infection can spread from person to person.		N/A*		<b>Health protection and prevention</b>  <b>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</b>  <b>6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing).  To know that germs can live on hands and surfaces even when they cannot be seen.  To know that washing hands with soap and water helps remove germs that can make people ill.  To know that people should cover their mouths when they cough or sneeze and put tissues in the bin.  To know that people have check-ups with doctors, nurses and dentists to help them stay healthy.  To know that sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly.  To know that some people need to use medicine often, such as inhalers, to help keep them well.	Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness.  Beginning to explore how decisions about health (like vaccination) are based on evidence and advice from medical professionals.  To know that germs can spread through touch, coughs, sneezes and shared objects.  To know that handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading.  To know that vaccines help the body build protection (immunity) against certain diseases without getting the illness first.  To know that vaccines teach the body how to fight off germs.  To know that vaccines have helped reduce or stop the spread of some serious diseases.  To know that viruses and bacteria are both types of germs that can cause illness.					

\*There is no statutory 'Health protection' unit in Year 5 or 6. All statutory guidance is therefore covered within learning in Years 1-4. Pupils may complete an optional 'First Aid' unit in Year 6, which takes learning beyond the statutory guidance to develop useful first aid knowledge.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Dealing with common injuries</b>	Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump).		Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services.		N/A*		<b>Basic first aid</b>  <b>2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</b>  <i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	<p>To know that head bumps should always be told to an adult.</p> <p>To know that first aid is the immediate help given to someone who is hurt or unwell.</p> <p>To know that ice packs can help bruises or bumps.</p> <p>To know that it is important for broken skin to be cleaned to ensure germs cannot enter the body.</p> <p>To know that their role is to get help from a trusted adult, not to try to fix the injury themselves.</p>		<p>To know that if someone cannot breathe it is a medical emergency.</p> <p>To know that if someone is losing a lot of blood it is a medical emergency.</p> <p>To know that if someone is unable to respond to you it may be a medical emergency.</p> <p>To know that pressure can help stop bleeding.</p> <p>To know that back slaps can help dislodge an object that is causing someone to choke.</p> <p>To know that cold water can help with minor burns.</p> <p>To know that someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help.</p>		N/A*		

\*There is no statutory 'Health protection' unit in Year 5 or 6. All statutory guidance is therefore covered within learning in Years 1-4. Pupils may complete an optional 'First Aid' unit in Year 6, which takes learning beyond the statutory guidance to develop useful first aid knowledge.

Being safe	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content:
<b>Sun safety</b>	Choosing appropriate clothing and preparation for different weather conditions (e.g. a hat, sunglasses and sunscreen when hot).		Applying sunscreen with supervision.  Describing ways they can protect themselves in the sun (e.g. slip, slop, slap).		N/A*		<b>Health protection and prevention</b>  <b>2. About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.</b>  <i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	To know that wearing a hat and covering skin can help keep them safe in the sun.  To know that they should drink water when it is hot to stay well.		To know that sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer.  To know that sunscreen should go on all uncovered skin on sunny days, even in the UK.  To know that sunscreen needs reapplying every two hours or after swimming.  To know that sunscreen comes in different sun protection factors (SPFs) and that a higher SPF offers more protection against the sun.  To know that they should aim to stay out of the sun in the hottest part of the day.		N/A*		

\*There is no statutory 'Health protection' unit in Year 5 or 6. All statutory guidance is therefore covered within learning in Years 1-4. Pupils may complete an optional 'First Aid' unit in Year 6, which takes learning beyond the statutory guidance to develop useful first aid knowledge.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
<b>Support with physical health</b>	Telling an adult when they feel unwell, tired, or hurt.  Beginning to describe common signs of illness (e.g. "My tummy hurts", "I feel dizzy").		Describing physical health concerns clearly to an adult.  Deciding when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching).  Beginning to judge when a physical concern may need help from a health professional.		N/A*		<b>Health protection and prevention</b>  <b>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</b>  <b>Physical health and fitness</b>  <b>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</b>  <i>These statements are taken from the <a href="#">RSE and Health education statutory guidance</a>.</i>
	To know that they should tell a trusted adult if something hurts or feels wrong in their body.  To know some common signs of illness, e.g. a tummy ache, feeling hot or cold, coughing or sneezing.  To know that medicines, when used properly, can help people feel better.		To know that giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help.  To know that not all physical discomfort needs an adult straight away and that some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed themselves.  To know that some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss, tiredness.  To know that there are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing.  To know that getting help early can prevent a health issue from becoming worse.  To know that antibiotics can treat some illnesses caused by bacteria but do not work against viruses.		N/A*		

\*There is no statutory 'Health protection' unit in Year 5 or 6. All statutory guidance is therefore covered within learning in Years 1-4. Pupils may complete an optional 'First Aid' unit in Year 6, which takes learning beyond the statutory guidance to develop useful first aid knowledge.



	Year 6 (optional)	By the end of KS2 Curriculum content
<p><b>Responding to medical emergencies</b></p>	<p>Recognising when someone is unresponsive and not breathing normally.</p> <p>Remaining calm and assessing a situation before acting, including checking that it is safe to approach before providing help.</p> <p>Practising some first aid techniques (e.g. the recovery position) with guidance.</p> <p>To know that someone who may be seriously injured should never be moved unless there is immediate danger to them.</p> <p>To know that CPR (cardiopulmonary resuscitation) is an emergency procedure used when someone is not breathing or their heart has stopped.</p> <p>To know that CPR involves chest compressions and rescue breaths to help keep blood and oxygen circulating through the body.</p> <p>To know that the recovery position is used when someone is unresponsive but breathing normally.</p> <p>To know that a defibrillator is a device that can help someone if their heart stops functioning properly.</p> <p>To know that some defibrillators are found in public places and give clear instructions.</p> <p>To know that children should get help from a trusted adult rather than attempting to handle an emergency alone.</p> <p>To know that a mobile device can be used to share a precise location in an emergency.</p> <p>To know that in an emergency, getting help is more important than worrying about getting into trouble.</p>	<p>This is non-statutory for Key stage 1 and 2.</p>

\*The optional First Aid unit for Year 6 builds on learning introduced in the 'Health protection' and 'Staying safe' units in earlier year groups and assumes pupils have covered those statutory units.

	Year 6 (optional)	By the end of KS2 Curriculum content
<p><b>Calling the emergency services</b></p>	<p>Role-playing making a clear and effective 999 call.*</p> <p>Identify situations where calling 999 is appropriate vs not.*</p> <p>Recognising other ways of getting help when it is needed, but is not an emergency.*</p> <p>Considering how to stay safe and help while waiting for the emergency services to arrive.*</p> <p>Explaining why filming an incident is not usually the right course of action in an emergency.*</p> <hr/> <p>To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.*</p> <p>To know that hoax calling 999 is a criminal offence.*</p> <p>To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.*</p> <p>To know that pressing 55 when on the phone with an operator can let them know help is needed without speaking.*</p>	<p><b>Basic first aid</b></p> <p><b>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</b></p> <p><i>This statement is taken from the <a href="#">RSE and Health education statutory guidance</a>.</i></p> <p>Please note: This statutory guidance is covered elsewhere in our RSE and PSHE scheme of work and will therefore be covered even if you choose not to teach this optional unit.</p>

\*The optional First aid unit for Year 6 builds on and revisits learning introduced in the ‘Health protection’ and ‘Staying safe’ units in earlier year groups and assumes pupils have covered those statutory units.