

Year Group	Me and my Relationships	Valuing Difference	Keeping myself safe	Right and responsibilities	Being my Best	Growing and changing
1	<ul style="list-style-type: none"> <li>• Understand, explain and contribute to class rules</li> <li>• Recognise and identify emotions and feelings</li> <li>• Recognise different kinds of hurt</li> <li>• Explain and recognise people belong to various groups</li> <li>• Identify qualities of friendships</li> <li>• Demonstrate attentive listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between people.</li> <li>• Explain the difference between unkindness, teasing and bullying.</li> <li>• Identify people who are special to them and what makes them special</li> <li>• Recognise and explain fairness and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand key components of a healthy lifestyle (food, air, exercise, sleep).</li> <li>• Identify healthy sleeping routines</li> <li>• Recognise feelings associated with feeling unsafe and who can help.</li> <li>• Recognise feelings associated with loss.</li> <li>• Explain safety and responsibility around medicine</li> <li>• Private parts and saying 'no' to inappropriate touches.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and sequence hygiene routines.</li> <li>• Identify who looks after the school environment.</li> <li>• Understand and demonstrate responsibility of looking after things.</li> <li>• Explain how people get money and what it is used for.</li> <li>• Keeping money safe and 'saving' money.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise importance of fruit and vegetables.</li> <li>• Understand and identify a balanced diet.</li> <li>• Recognise strategies to stop spread of disease.</li> <li>• Recognise the important of practice and making mistakes.</li> <li>• Give and receive positive feedback and explain how this makes them feel.</li> <li>• Recognise how someone's behaviour can affect other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) and what they do.</li> <li>• Understand basic needs for caring for a baby.</li> <li>• Identify things they could do as a baby, a toddler and now.</li> <li>• Explain difference between teasing and bullying and who could help.</li> <li>• Explain the difference between secrets and surprises.</li> <li>• Identify private body parts and who to talk to about them.</li> </ul>

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2	<ul style="list-style-type: none"> <li>• Create and agree classroom rules and pledge to follow them.</li> <li>• Recognise people have different ways of showing different feelings.</li> <li>• Define terms bullying and teasing and understand difference</li> <li>• Describe and demonstrate strategies to deal with bullying.</li> <li>• Recognising friendship and how people can get upset by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify physical and non-physical differences and similarities between people.</li> <li>• Identify and describe someone who is special to them and why.</li> <li>• Explain how someone's behaviour can affect others.</li> <li>• Explain how it feels to be in a group and to be left out.</li> <li>• Describe acts of kindness and unkindness and suggest actions.</li> <li>• Demonstrate active listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that medicine makes people feel better and what people could do without it.</li> <li>• Identify safe and unsafe situations and suggest actions, including who to tell.</li> <li>• Recognise body language and facial expressions when safe or unsafe.</li> <li>• Identify which touches are fun, which ones hurt and who to tell.</li> <li>• Identify safe and unsafe secrets</li> </ul>	<ul style="list-style-type: none"> <li>• Record strategies for getting on with classmates.</li> <li>• Explain and use strategies for dealing with impulsive behaviour.</li> <li>• Identify people in the community who can help keep them safe.</li> <li>• Identify problems with the school environment and make suggestions to improve.</li> <li>• Understand that people have choices with their money and how spending money makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of the learning process and describe where they are in their learning.</li> <li>• Explain things they like and dislike and things they make a choice on.</li> <li>• Explain how germs spread and understand vaccinations.</li> <li>• Explain the importance of good dental hygiene.</li> <li>• Name major internal body parts (heart, blood, lungs, small and large intestines, brain) and how food, water and blood get into the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate giving positive feedback.</li> <li>• Recognise feelings that are associated with losing and reuniting with people they are close to.</li> <li>• Identify stages of growth and things people can do at different stages.</li> <li>• Identify which body parts are private.</li> <li>• Explain that genitals help grown-ups make babies and bodies can look different person to person.</li> <li>• Explain privacy and that you are not allowed to touch others belongings without asking.</li> </ul>

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3	<ul style="list-style-type: none"> <li>• Explain and suggest why we have rules and their differences and consequences.</li> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Identify the different skills that people can bring to a group task</li> <li>• Identify people who they have a special relationship with;</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>• Express opinions and listen to those of others;</li> <li>• Identify qualities of friendship;</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family</li> <li>• Identify and define the term 'community' and its benefits</li> <li>• Reflects and give examples of listening skills</li> <li>• Explain and identify different origins of people in the UK</li> <li>• Recognise the factors that many people similar and different</li> <li>• Suggest strategies to cope with name-calling.</li> <li>• Understand and explain reasons why people are bullied</li> </ul>	<ul style="list-style-type: none"> <li>• Identify safe and unsafe situations, and suggest strategies to keep safe</li> <li>• Define the words danger and risk and explain the difference</li> <li>• Define the word 'drug' and identify key risks of cigarettes and alcohol.</li> <li>• Identify risk factors and how to manage them.</li> <li>• Recognise potential risks of browsing online</li> <li>• Recognise and describe appropriate behaviour offline and online</li> <li>• Identify personal information and when appropriate to share</li> <li>• Demonstrate strategies for risk-assessing skills</li> <li>• Understand that medicines are drugs and suggest helpful or harmful uses.</li> </ul>	<ul style="list-style-type: none"> <li>• Define and identify volunteers and their reasons</li> <li>• Identify key people who keep us safe and healthy</li> <li>• Understand 'facts' and 'opinions'</li> <li>• Define and evaluate the environment and how to look after it</li> <li>• Understand terms 'income', 'saving' and 'spending.</li> <li>• Recognise times for things we want to buy and things we need to save for</li> <li>• Explain people earn income through jobs which depend on factors such as skill and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how each food group benefits the body with a balanced diet</li> <li>• Explain how hygiene routines can help reduce risk of spread of illnesses</li> <li>• Develop discussion skills</li> <li>• Identify their achievements and area of developments</li> <li>• Demonstrate how working together helps everyone achieve success</li> <li>• Name major internal body parts</li> <li>• Explain how talents and skills are developed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of relationships</li> <li>• Understanding 'body space (or personal space) and when appropriate to allow people in</li> <li>• Define 'secret' and 'surprise' and know the difference between safe and unsafe secret</li> <li>• Recognise babies come from an egg and sperm, what happens when they don't meet, and normality of periods for girls in puberty.</li> </ul>

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4	<ul style="list-style-type: none"> <li>• Describe good and not so good feelings and how they affect the body</li> <li>• Explain what is meant by a positive, healthy relationship</li> <li>• Recognise appropriate times to say 'no'</li> <li>• Demonstrate strategies for working on a collaborative task</li> <li>• Identify wide range of feelings and how they affect people differently</li> <li>• Demonstrate and recognise feelings through body language</li> <li>• Give strategies to respond to bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Define and recognise the terms negotiate and compromise</li> <li>• Understand they have a right to protect their personal body space</li> <li>• Recognise non-verbal signals of how people feel in close body space</li> <li>• Recognise different types of relationships with people</li> <li>• List ways people are different</li> <li>• Recognise consequences of aggressive behaviour</li> <li>• Define the word respect and ways of respecting others' differences</li> <li>• Understand and identify stereotypes in media</li> </ul>	<ul style="list-style-type: none"> <li>• Define terms danger, risk and hazard and identify them in situations</li> <li>• Identify images that are safe/unsafe to share online</li> <li>• Define the term 'dare' and identify scenarios that are dares and those that aren't</li> <li>• Understand medicines are drugs and safe use</li> <li>• Understand key risks of cigarettes and alcohol, and that not all people drink</li> <li>• Describe stages of identifying and managing risk</li> <li>• Understand that we can be influenced negatively and positively.</li> </ul>	<ul style="list-style-type: none"> <li>• Define being responsible and having responsibilities to stay healthy</li> <li>• Understand that humans have rights</li> <li>• Understand the reason we have rules and recognise everyone has a say in them</li> <li>• Define and recognise influences, negative and positive</li> <li>• Explain the role of bystander and how it affects situations.</li> <li>• Understand how various organisations work to care for the environment</li> <li>• Define terms 'income' and 'expenditure' and list some items of expenditure in the school and home.</li> <li>• Explain and understand different taxes and how payslips are laid out.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and appreciate uniqueness</li> <li>• Recognise times when we make same choices and different choices as friends</li> <li>• Give examples of choices they made themselves and choice made for them</li> <li>• Understand the body get energy from food, water and oxygen and the importance of sleep and exercise</li> <li>• Understand the ways in which we can contribute to caring for the environment (7 R's)</li> <li>• Suggest ways in which people support the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that happen in people's lives</li> <li>• Name some negative and positive feelings</li> <li>• Understand that the onset of puberty can have an emotional impact</li> <li>• Identify parts of the male and female body that are different and similar</li> <li>• Know the correct terminology for genitalia</li> <li>• Know the key facts of the menstrual cycle and its normality for girls.</li> <li>• Define 'secret' and 'surprise' and know the difference between safe and unsafe secret</li> <li>• Understand about marriage, its legal age and inclusion of all partners</li> </ul>

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5	<ul style="list-style-type: none"> <li>• Give examples of how they have worked collaboratively</li> <li>• Explain the terms negotiation and compromise and strategies to resolve issues</li> <li>• Demonstrate how to respond to a range of feelings in others</li> <li>• Identify what makes a relationship unhealthy</li> <li>• Identify characteristics of passive, aggressive and assertive behaviours.</li> <li>• Recognise basic emotional needs and identify risk taking in given situations</li> <li>• Understand online communication can be misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>• Define key qualities in friendships and what makes them last and end</li> <li>• Rehearse listening skills and responding appropriately</li> <li>• Understand and empathise victims of discrimination</li> <li>• Identify and describe groups in the school and wider community</li> <li>• Understand online information may not be true.</li> <li>• Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and give examples of a habit</li> <li>• Recognise positive and negative risks</li> <li>• Explain how to weigh up risk factors</li> <li>• Demonstrate strategies on dealing with face-to-face and online bullying</li> <li>• Define a dare and suggest ways of standing up to them</li> <li>• Recognise risky situations and share views</li> <li>• Consider safe and unsafe information to share online</li> <li>• Recognise people are not who they appear to be online and risks of being friends</li> <li>• Explain complexities of categorising drugs</li> <li>• Understand social norms of smoking</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, express and discuss issues currently in the media around health</li> <li>• Understand the difference between fact and opinion and biased reporting</li> <li>• Define differences between responsibilities, rights and duties</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• State costs involved buying and selling items</li> <li>• Define the terms loan, credit, debt and interest</li> <li>• Explain some of the areas the local councils have responsibility before.</li> </ul>	<ul style="list-style-type: none"> <li>• Know two harmful effects of smoking and alcohol</li> <li>• Explain importance of food, water, oxygen, sleep and exercise</li> <li>• Know the basic functions of the four systems covered and know they are inter-related.</li> <li>• Identify their own strengths and talents</li> <li>• State what is meant by community and what being parts of a community means to them</li> <li>• Identify who are responsible for keeping them safe</li> <li>• Describe star qualities of celebrities and normal people</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the intensity of different feelings</li> <li>• Identify people who can be trusted and what kinds of touch are acceptable</li> <li>• Explain how someone might feel when separated from someone or something</li> <li>• Know the correct word for the external sexual organs</li> <li>• Discuss myths around puberty</li> <li>• Identify some products needed during puberty and why</li> <li>• Recognise how our body feels when relaxed or nervous</li> <li>• Identify consequences of positive and negative behaviour</li> <li>• Explain difference between safe and unsafe secret</li> <li>• Recognise that people are bullied because of how they express their gender</li> </ul>

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6	<ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task</li> <li>• Explain and suggest positive strategies for negotiating and compromising</li> <li>• Recognise some challenges that arise from friendships</li> <li>• List assertive behaviours and recognise peer influence and pressure</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Describe the consequences of reacting to others in a positive or negative way</li> <li>• Describe different ways of commitment and the right to choose to marry</li> <li>• Recognise that some physical contact can produce strong negative feelings</li> <li>• Identify strategies for keeping safe online</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that discriminatory behaviour can result from disrespect of differences</li> <li>• Know that all people are unique but we have far more in common with each other than differences</li> <li>• Demonstrate showing respect using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice</li> <li>• Describe benefits from living in diverse society</li> <li>• Explain difference between friend and acquaintance</li> <li>• Define and recognise stereotypes, including how the media reinforces gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Accept that responsible behaviour is necessary when interacting with others</li> <li>• Identify strategies for keeping personal information safe</li> <li>• Know it is illegal to create and share sexual images of children under 18</li> <li>• Understand risks of sharing photos and films of themselves</li> <li>• Define addiction as a behaviour</li> <li>• Explain how drugs can be categorised into medical and legality groups</li> <li>• Understand medicinal and non-medicinal drugs</li> <li>• Understand basic laws on drugs</li> <li>• Understand norms of alcohol</li> <li>• Understand all humans have basic emotional needs</li> <li>• Understand and give examples of conflicting emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Define terms fact, opinion, biased and unbiased and understand differences</li> <li>• Describe language and techniques of biased reports</li> <li>• Know legal age and reasons why for social media</li> <li>• Understand why people don't tell truth, only good bits online</li> <li>• Explain benefits of saving money and methods on how to</li> <li>• Recognise and explain that different jobs have different levels of pay</li> <li>• Explain the different types of tax which help to fund public services;</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Explain what is meant by living in an environmentally sustainable way;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify aspirational goals</li> <li>• Explain five ways of wellbeing</li> <li>• Present information they researched on health and wellbeing issues</li> <li>• Identify risks in given situations</li> <li>• Recognise what risk is and how it can be reduced</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise changes they have experience and their emotional responses</li> <li>• Understand fame can be short-lived and identify people's qualities, including looks</li> <li>• Define and recognise stereotypes, including those in the media</li> <li>• Understand risks of sharing images online and how they are hard to control</li> <li>• Define 'puberty' and give examples of physical and emotional changes</li> <li>• Understand FGM and that it is illegal in the UK</li> <li>• Explain difference between safe and unsafe secrets</li> <li>• Identify changes through puberty that allow sexual reproduction to occur</li> <li>• Know variety of ways sperm can fertilise an egg</li> <li>• Explain how HIV affects the body.</li> </ul>

