	Years 1/2 (A)	Year 1/2 (B)	Year 3/4 (A)	Year 3/4 (B)	Year 5/6 (A)	Year 5/6 (B)
		Term 1: Citizer	nship (Caring and respons	ibility)		, ,
Caring and	Relationship education:	Respectful	Relationship education:	Relationship	Relationship	Relationship
Responsibility	Families and people	relationships pupils will	Respectful relationships	education:	education:	education:
(Citizenship)	who care for me Pupils	learn:	Pupils will learn:	Respectful	Respectful	Respectful
	will learn:	The importance of	 practical steps they 	relationships Pupils	relationships	relationships
	 that families are 	respecting others,	can take in a range of	will learn:	Pupils will learn:	Pupils will learn:
	important for children	even when they are	different contexts to	 that in school 	 practical steps 	• the
	growing up because	very different from	improve or support	and in wider	they can take in	importance of
	they can give love,	them	respectful relationships	society they can	a range of	self-respect and
	security, and stability		 that in school and in 	expect to be	different contexts	how this links to
	 that stable, caring 	That in school and in	wider society they can	treated with	to improve or	their own
	relationships, which	wider society they can	expect to be treated	respect by others,	support respectful	happiness.
	may be of different	expect to be treated	with respect by others,	and that in turn	relationships.	 how to ask for
	types, are at the heart	with respect by others,	and that in turn they	should show due		advice or help
	of happy families, and	and that in turn they	should show due	respect to others,	Physical health	for themselves
	are important for	should show due	respect to others,	including those in	and mental	or others, and to
	children's security as	respect to others,	including those in	positions of	wellbeing:	keep trying until
	they grow up	including those in	positions of authority.	authority.	that there is a	they are heard.
	that stable, caring	positions of authority.	 what sort of 	• that in school	normal range of	Physical health
	relationshipsare		boundaries are	and in wider	emotions that all	and mental
	important for children's	 how to ask for help 	appropriate in	society they can	humans	wellbeing:
	security as they grow	for themselves or	friendships with peers	expect to be	experience in	Mental
	up Relationship	others, and to keep	and others (including in	treated with	relation to	wellbeing
	education: Being safe	trying until they are	a digital context)	respect by others,	different	that there is a
	Pupils will learn: • where	heard	that each person's	and that in turn	experiences and	normal range of
	to get advice (e.g.	where to get advice	body belongs to them,	should show due	situations	emotions (e.g.
	family, school and/or	(e.g. family, school	and the differences	respect to others,	• how to	happiness,
	other sources) Physical	and/or other sources).	between appropriate	including those in	recognise and	sadness, anger,
	health and mental	the importance of	and inappropriate or	positions of	talk about their	fear, surprise,
	wellbeing: Mental	respecting others,	unsafe physical and	authority.	emotions,	nervousness)
	wellbeing Pupils will	even when they are	other contact	Families and	including having	and scale of
	learn: • how to	very different from	• how to ask for	people who care	a varied	emotions that all
	recognise and talk	them or make different	advice or help for	for me Pupils will	vocabulary of	humans
	about their emotions,	choices of have	themselves or others,	learn:	words to use	experience in
	including having a	different preferences			when talking	relation to

varied vocabulary of
words to use when
talking about their own
or others' feelings
Relationship education: Being safe Pupils will
learn:

- how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do
- where to get advice (e.g. family, school and/or other sources).

not know

or beliefs. Health education: Mental wellbeing

• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

and to keep trying until they are heard

 how to report concerns or abuse, and the vocabulary needed to do so.

Families and people who care for me Pupils will learn:

• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Respectful relationships Pupils will learn:

• practical steps they can take in a range of different contexts to improve or support respectful relationships.

Health education: Mental wellbeing

 How to recognise and talk about their emotions, including having a varied vocabulary

- the characteristics of healthy family life; commitment to each other, including in times of difficulty; protection and care for children and other family members: the importance of spending time together; and sharing each other's lives
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
 practical steps they can take in a range of different contexts to

improve or support

respectful

relationships

about their own and others' feelings

- the benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness • that isolation
- and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- the benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.

different experiences and situations

• where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing

		Term 2: Expres	sion (Healthy and happy frie	ndships)		
Healthy and happy friendships (Expression)	Relationship education: Caring friendships Pupils will learn: • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • that healthy friendships are positive and welcoming	Relationship education: Caring friendships Pupils will learn: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Relationship education: Caring friendships Pupils will learn: • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Physical health and mental wellbeing:	Relationship education: Caring friendships Pupils will learn: • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests	Relationship education: Caring friendships Pupils will learn: • how important friendships are in making us feel happy and secure, and how people choose and make friends Relationship education: Respectful relationships Pupils will learn: the importance of respecting others, even when they are very different from them (for example,	Caring friendships Pupils will learn: • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, and how to seek help or advice from others, if needed. Physical health and mental wellbeing: Mental

towards others, and do not make others feel lonely or excluded

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- how important friendships are in making us feel happy and secure, and how people choose and make friends, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- the characteristics of friendships
- that healthy friendships are positive and welcoming towards others, and do

Being safe Pupils will learn:

- what sorts of boundaries are appropriate in friendships with peers and others
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respectful relationships Pupils will learn:

• The importance of permission seeking and giving in relationships with friends, peers and adults

Caring friendships Pupils will learn:

 how to recognise who to trust and who not to trust and how to judge when a

Mental wellbeing Pupils will learn:

• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Being safe Pupils will learn:

- what sorts of boundaries are appropriate in friendships with peers and others
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respectful relationships Pupils will learn:

 the importance of permission seeking and giving in relationships and experiences and support with problems and difficulties.

Caring friendships Pupils will learn:

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Being safe Pupils will learn:

physically, in character, personality or backgrounds), or make different choices or have different preferences or

beliefs

 what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Caring friendships Pupils will learn:

• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable. managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Physical health

and mental

wellbeing: Mental

wellbeing Pupils will learn:

• how to recognise and talk about their emotions, using a varied vocabulary when talking about their own and others' feelings.

Caring friendships Pupils will learn:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most
- that most friendships have ups and downs,

not make others feel	friendship is making	with friends, peers and	 what sorts of 	wellbeing Pupils	and that these
lonely or excluded.	them feel unhappy or	adults.	boundaries are	will learn:	can often be
	uncomfortable,	Physical health and	appropriate in	 that mental 	worked through
	managing conflict	mental wellbeing:	friendships with	wellbeing is a	so that the
	situations and how to	Mental wellbeing Pupils	peers and others	normal part of	friendship is
	seek help or advice	will learn:	(including in a	daily life, in the	repaired or even
	from others, if needed.	 that mental 	digital context)	same way as	strengthened,
	Being safe Pupils will	wellbeing is a normal	 about the 	physical health •	and that
	learn:	part of daily life, in the	concept of privacy	that there is a	resorting to
	 how to ask for 	same way as physical	and the	normal range of	violence is never
	advice or help for	health	implications of it for	emotions (e.g.	right.
	themselves or others	 simple self-care 	both children and	happiness,	Physical health
	and to keep trying until	techniques, including	adults; including	sadness, anger,	and mental
	they are heard	the importance of rest,	that it is not always	fear, surprise,	wellbeing:
	where to get advice	time spent with friends	right to keep	nervousness) and	Mental
	e.g. family, school	and family and the	secrets if they	scale of emotions	wellbeing Pupils
	and/or other sources	benefits of hobbies	relate to being safe	that all humans	will learn:
		and interests.	that each	experience in	• that there is a
			person's body	relation to	normal range of
			belongs to them,	different	emotions (e.g.
			and the differences	experiences and	happiness,
			between	situations	sadness, anger,
			appropriate and	 simple self-care 	fear, surprise,
			inappropriate or	techniques,	nervousness)
			unsafe physical,	including the	and scale of
			and other,	importance of	emotions that all
			contact. Respectful	rest, time spent	humans
			relationships Pupils	with friends and	experience in
			will learn:	family and the	relation to
			the importance	benefits of	different
			of permission	hobbies and	experiences
			seeking and giving	interests.	and situations
			in relationships with		• how to
			friends, peers and		recognise and
			adults.		talk about their
					emotions,

						including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
		Term 3: Dynasties (Families and committed re Relationships	lationships) Relationships	Relationships	Relationships
Families and committed relationships Dynasties	Relationship education: Families and people who care for me Pupils will learn: • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection	Families and people who care for me Pupils will learn: • that other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also	education: Families and people who care for me Pupils will learn: • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together	education: Respectful relationships Pupils will learn: • the importance of permission- seeking and giving in relationships with friends, peers and adults. Relationships education: Being safe Pupils will learn: • what sorts	education: Families and people who care for me Pupils will learn: • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	education Sex education (primary) Paragraph 67 of the DfE guidelines on teaching Relationships education and Health education: It is important that the transition phase before

and care for children and other family members, the importance of spending time together and sharing each other's lives.

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- that others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.
- that families are important for children growing up because they can give love, security and stability
 the characteristics of healthy family life,
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children

characterised by love and care

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Families and people who care for me
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Relationship education: Being safe Pupils will learn:
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
 Families and people

who care for methe characteristics

• the characteristics of healthy family life, commitment to each and sharing each other's lives

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.: Respectful relationships Pupils will learn:
- practical steps they can take in a range of different contexts to improve of support respectful relationships. Relationships education: Families and people who care for me Pupils will learn:
 the characteristics of
- healthy family life, commitment to each other, including in times of difficulty, protection and care for children, and other family members, the importance of spending time together and sharing each other's lives how to recognise if family relationships are making them feel unhappy or unsafe,

of boundaries are appropriate in friendships with peers and others (including in a digital context)

• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

Families and people who care for me:

• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Relationships education: Caring friendships

• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Families and people who care for me

• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the national curriculum for

and other family members, the importance of spending time together and sharing each other's lives.	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 • that others' families, either in school or in the wider world, sometimes look different their family, but that they should respect those differences and know that other children's families are also categorised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	and how to seek help or advice from others if needed. Physical health and mental wellbeing: Mental wellbeing • that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	that families are important for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Families and people who care for me Pupils will learn: that others' families, either in school or in the wider world, sometimes look	science - how a baby is conceived and born
			wider world,	

	T			
				differences and
				know that other
				children's families
				are also
				characterised by
				love and care
				that families are
				important for
				children growing
				up because they
				can give love,
				security and
				stability
				• the
				characteristics of
				healthy family life,
				commitment to
				each other,
				including in times
				of difficulty,
				protection and
				care for children
				and other family
				members, the
				importance of
				spending time
				together and
				sharing each
				other's lives
				that marriage
				represents a
				formal and legally
				recognised
				commitment of
				two people to
				each other which
	L	l	l	GGGT OTTOL WITHOUT

					is intended to be lifelong.	
6. 11 11			rse (Similarities and differe		D. 1. 1.	.
Similarities	Relationship education:	Relationship	Relationship education:	Relationship	Relationship	Relationships
and differences	Respectful relationships Pupils will learn:	education: Respectful relationships Pupils will	Respectful relationships Pupils will learn:	education:	education:	education:
(Universe)	the importance of	learn:	the importance of	Respectful relationships Pupils	Respectful relationships	Respectful relationships
(Olliveise)	respecting others, even	• the importance of	respecting others, even	will learn:	Pupils will learn:	Pupils will learn:
	when others are very	respecting others,	when others are very	the importance	• the importance	• that people
	different from them (for	even when others are	different from them (for	of respecting	of respecting	sometimes
	example, physically, in	very different from	example, physically, in	others, even when	others, even	behave
	character, personality	them (for example,	character, personality	they are very	when they are	differently
	or backgrounds), or	physically, in	or backgrounds), or	different from them	very different	online, including
	make different choices	character, personality	make different choices	(for example,	from them (for	by pretending
	or have different	or backgrounds), or	or have different	physically, in	example,	to be someone
	preferences	make different choices	preferences.	character,	physically, in	they are not
	the importance of	or have different	: • the importance of	personality or	character,	 that the same
	self-respect and how	preferences	respecting others, even	backgrounds), or	personality or	principles apply
	this links to their own	the importance of	when they are very	make different	backgrounds), or	to online
	happiness.	self-respect and how	different from them (for	choices or have	make different	relationships as
		this links to their own	example, physically, in	different	choices or have	face to face
	Relationship education:	happiness.	character, personality	preferences • the	different	relationships,
	Respectful relationships	Physical health and	or backgrounds), or	importance of self-	preferences	including the
	Pupils will learn: • the importance of	mental wellbeing: Mental wellbeing	make different choices or have different	respect and how this links to their	• the importance of self-respect	importance of respect for
	respecting others, even	Pupils will learn:	preferences	own happiness	and how this links	others online
	when they are very	• that there is a normal	the importance of	• what a	to their own	including when
	different from them (for	range of emotions	self-respect and how	stereotype is, and	happiness.	we are
	example, physically, in	(e.g. happiness,		how stereotypes	11000111033.	anonymous

character, personality or backgrounds), or make different choices or have different preferences

• the importance of permission seeking and giving in relationships with friends, peers and adults.

Physical health and mental wellbeing: Mental wellbeing Pupils will learn:

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- how to recognise and talk about their emotions.

this links to their own happiness

Respectful relationships Pupils will learn:

- the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary or words to use when talking about

can be unfair, negative or destructive.

- . practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners
- that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect for others, including those in positions of authority.

Online relationships Pupils will learn:

- that people sometimes behave differently online, including by pretending to be someone they are not the rules and
- principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how information and data is shared and used online. Physical health and mental wellbeing: Internet safety and harms Pupils will learn:
- that for most people the internet is an integral part of life and has many benefits

• how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.

Internet safety and harms

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private why social media, some
- why social media, some computer games and online gaming,

	the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences what a stereotype is, and how stereotypes can be unfair, negative or destructive	their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • Where and how to report concerns and get support with issues online. • about different types of bullying (including cyber bullying), the impact of bullying, the responsibilities of bystanders (primarily to report bullying to an adult) and how to get help Online relationships • differently online, including
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by pretending
to be someone
they are not
• that the same
principles apply
to online
relationships as
to face-to-face
relationships,
including the
importance of
respect for
others online
including when
we are
anonymous
Internet safety
and harms
• That the
internet can also
be a negative
place where
online abuse,
trolling, bullying
and harassment
can take place,
which can have
a negative
impact on
mental health •
Where and how
to report
concerns and
get support with
1 90, 30 50 70, 44,111 1

					relationships • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of respecting others, even those who are very different from them (for example, physically, in character, in personality or in background), or make different choices or have different preferences or beliefs
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Term 5: Life (Coping with change)

Coping with
change (life)

Relationship education: Families and people who care for me Pupils will learn:

- that families are important for children growing up because they can give love. security and stability Respectful relationships Pupils will learn:
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- the importance of self-respect and how this links to their own happiness

Mental wellbeing

 how to recognise and talk about their emotions, including havina a varied vocabulary of words to use when talking about their own and others' feelings.

. Relationship education: Respectful relationships Pupils will learn:

• the importance of

respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • the importance of self-respect and how

this links to their own

happiness.

Physical health and mental wellbeina: Mental wellbeing Pupils will learn:

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- 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) • simple self-care techniques, including

the importance of rest,

mental wellbeing: Chanaina adolescent body Pupils will learn: kev facts about

Physical health and

- puberty, the chanaina adolescent body and menstrual wellbeina
- the main changes which take place in males and females, and the implications for emotional and physical health.
- kev facts about puberty, the changing adolescent body and menstrual wellbeing.

Health and prevention Pupils will learn:

 about personal hygiene.

Chanaina adolescent body Pupils will learn:

 kev facts about puberty and the changing

Physical health and mental wellbeing: Chanaina adolescent body Pupils will learn:

 kev facts about puberty and the changing adolescent body. particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeina including the key facts about the menstrual cycle Physical health and mental

wellbeina how to

recognise and talk about their emotions. including having a varied vocabulary of words to use when talkina about their own

Relationship education: Respectful relationships Pupils will learn:

• the importance of respecting others, even when they are very different from them (for example. physically, in character. personality or backgrounds), or make different choices or have different preferences or beliefs.

Physical health and mental wellbeina: Changing adolescent

body • key facts about puberty and the chanaina adolescent body,

		time spent with friends and family and the benefits of hobbies and interests • that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	particularly from age 9 through to age 11, including physical and emotional changes. Families and people who care for me • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Caring friendships • that most friendships have ups and downs, and that these can often be worked through
--	--	--	--	---	--

		so that the friendship is repaired or even strengthened. Mental wellbeing • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Changing adolescent body • key facts
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						about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
		Term 6: Dynamic	cs (Healthy bodies, Health	y minds)		
Healthy	Physical health and	Mental Wellbeing:	Physical health and	Relationship	Relationship	Relationship
bodies,	mental wellbeing:	 That mental 	mental wellbeing:	education: Caring	education:	education:
Healthy minds	Physical and health	well-being is a	Mental wellbeing Pupils	friendships Pupils	Respectful	Respectful
(Dynamics)	fitness Pupils will learn:	normal part of	will learn:	will learn:	relationships	relationships
	the characteristics	daily life, in the	simple self-care	 how to recognise 	Pupils will learn:	Pupils will learn:
	and mental and	same way as	techniques, including	who to trust and	the importance	• the
	physical benefits of an	physical health.	the importance of rest.	who not to trust,	of self-respect	importance of
	active lifestyle.	That there is a	Physical health and	how to judge when	and how this links	self-respect and
	Being safe Pupils will	normal range	mental wellbeing:	a friendship is	to their own	how this links to
	learn:	of emotions	Health and prevention	making them feel	happiness.	their own
	about the concept of	and scale of	Pupils will learn:	unhappy or	Physical health	happiness
	privacy and the	emotions that	the importance of	uncomfortable,	and mental	Relationships
	implications of it for	all humans	sufficient good quality	managing conflict,	wellbeing: Mental	education:
	both children and	experience in	sleep for good health	how to manage	wellbeing Pupils	Online
	adults; including that it	relation to	and that a lack of	these situations	will learn:	relationships
	is not always right to	different	sleep can affect	and how to seek	that mental	Pupils will learn:
	keep secrets if they	experiences	weight, mood and	help of advice	wellbeing is a	• that people
	relate to being safe	and situations.	ability to learn.	from others.	normal part of	sometimes
	that each person's	 How to 		Physical health and	daily life, in the	behave
	body belongs to them,	recognise and	Physical health and	mental wellbeing:	same way as	differently
	and the differences	talk about	mental wellbeing:		physical health.	online, including

between appropriate and inappropriate or unsafe physical and other, contact

 how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Physical and health fitness Pupils will learn:

- the characteristics and mental and physical benefits of an
- what constitutes a healthy diet

active lifestyle

Health and prevention Pupils will learn:

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skins cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flowing, including regular

emotion. including having a varied vocabulary of word to use when talking about their own and others feelings

Drugs, alcohol and tobacco Pupils will learn:

• the facts about legal and illegal harmful substances and associated risks. including smoking, alcohol use and drugtakina

Physical and health fitness Pupils will learn:

 how and when to seek support including which adults to speak to in school if they are worried about their health.

Health and prevention Pupils will learn:

• the importance of sufficient sleep for aood health and that a lack of sleep can affect weight, mood and ability to learn.

Mental wellbeing Pupils will learn:

- simple self-care techniques, including the importance of rest. Physical health and mental wellbeing: Health and prevention Pupils will learn:
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- Health and prevention Pupils will learn:
- About dental health and the benefits of good oral hygiene and dental flossina. including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing.

Healthy eating Pupils will learn:

- what constitutes a healthy diet (including calories and other nutritional content). Physical health and mental wellbeing: Internet safety and harms Pupils will learn:
- why social media, some computer games and online gaming, for example, are age restricted.
- Internet safety and harms Pupils will learn:
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Physical health and mental wellbeing: Drugs, alcohol and tobacco Pupils

will learn:

- legal and illegal harmful substances and associated risks. including smoking, alcohol use and drugtakina
- and mental and prevention Pupils will learn:
- about personal hvaiene and germs including bacteria, viruses spread and treated, and the importance of handwashina
- the facts and science relating to allergies, immunisation and vaccination.

- the facts about
- Physical health wellbeing: Health
- and how they are
 - · about the benefits of rationing time spent online, the risks of excessive

- by pretending to be someone they are not • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically
- consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Physical health
- and mental wellbeing: Internet safety and harms Pupils will learn:

check-ups at the	Physical and health	time spent on
dentist	fitness Pupils will	electronic
about personal	learn:	devices and the
hygiene and germs	• the	impact of
including bacteria,	characteristics and	positive and
viruses, how they are	mental and	negative
spread and treated,	physical benefits of	content online
and the importance of	an active lifestyle	on their own
handwashing	the importance	and other's
Mental Wellbeing:	of building regular	mental and
The mental well-	exercise into daily	physical
being is a	and weekly	wellbeing
normal part of	routines and how	how to
daily life, in the	to achieve this; for	consider the
same way as	example, walking	effect of their
physical health	or cycling to	online actions
That there is a	school, a daily	on others and
normal range of	active mile or other	know how to
emotions and	forms of regular,	recognise and
scale of	vigorous exercise.	display
emotions that all	Healthy eating	respectful
humans	Pupils will learn:	behaviour
experience in	what constitutes	online and the
relation to	a healthy diet	importance of
different	Physical health and	keeping
experiences	mental wellbeing:	personal
and situations.	Mental wellbeing	information
How to	Pupils will learn:	private
recognise and	that mental	 why social
talk about	wellbeing is a	media, some
emotion,	normal part of daily	computer
including having	life, in the same	games and
a varied	way as physical	online gaming,
vocabulary of	health	for example, are
word to use	that there is a	age restricted
when talking	normal range of	

about their own	emotions and scale	that for most
and others	of emotions that all	people the
feelings	humans	internet is an
	experience in	integral part of
	relation to different	life and has
	experiences and	many benefits
	situations.	• that the
	• how to	internet can also
	recognise and talk	be a negative
	about their	place where
	emotions, including	online abuse,
	having a varied	trolling, bullying
	vocabulary of	and harassment
	words to use when	take place,
	talking about their	which can have
	own and others	a negative
	feelings	impact on
	the benefits of	mental health •
	physical exercise,	where and how
	time outdoors,	to report
	community	concerns and
	participation,	get support with
	voluntary and	issues online.
	service-based	Mental
	activity on mental	wellbeing Pupils
	wellbeing and	will learn:
	happiness	that there is a
	simple self-care	normal range of
	techniques,	emotions and
	including the	scale of
	importance of rest,	emotions that all
	time spent with	humans
	friends and family	experience in
	and the benefits of	relation to
	hobbies and	different
	interests	

	to see (inclurecogniting) trigge support when they see to if the worrie own of else's well to come emotion.	seek support cluding cognising the gers for seeking coport) including com in school cy should speak of they are rried about their or or someone e's mental allbeing or ability control their cotions (including es arising online)	experiences and situations • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • simple selfcare techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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