

*Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment.*

**I Corinthians, 12:14 “For the body is not one member, but many”.**



## PSHE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs. - personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>					
<b>ELG</b>	<p><b>Communication and language: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>Communication and language: Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Personal, Social and Emotional Development: Self-regulation</b></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><b>Personal, Social and Emotional Development: Managing-self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Personal, Social and Emotional Development: Building relationships</b></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 others' needs</li> </ul> <p><b>Physical Development: Gross motor skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul> <p><b>Understanding the World: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society</li> </ul>			
<p><b>Year 1</b></p>	<p><b>Families, friends and relationships</b></p> <p>Beginning and Belonging</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• how to make the classroom a safe and fair place for everyone</li> <li>• feelings when doing something new</li> <li>• how to help other people feel better.</li> </ul> <p>Me and My Emotions</p> <ul style="list-style-type: none"> <li>• Name and talk about different feelings and understand that feelings and actions affect others.</li> </ul> <p>Family and Friends</p> <ul style="list-style-type: none"> <li>• understand what a friend is and does</li> <li>• talk about their own family and recognise that other families may look different</li> <li>• understand who to ask for help if unhappy at home.</li> </ul> <p>Anti-Bullying</p> <ul style="list-style-type: none"> <li>• recognise and talk about bullying behaviour, including who to talk to if being bullied</li> <li>• understand what cyber-bullying is and how to behave online.</li> </ul> <p>Managing and Changing</p> <ul style="list-style-type: none"> <li>• understand how friendships may change over time</li> <li>• recognise their own achievements, skills and responsibilities.</li> </ul>	<p><b>Citizenship and Money</b></p> <p>Working Together</p> <ul style="list-style-type: none"> <li>• recognise strengths and skills in themselves and others</li> <li>• work well as part of a group and listen to others</li> </ul> <p>Diversity and Communities</p> <ul style="list-style-type: none"> <li>• identify similarities and differences between themselves and others</li> <li>• understand how to show respect to people who are different</li> <li>• look after the school environment.</li> </ul> <p>Rights, Rules and Responsibilities</p> <ul style="list-style-type: none"> <li>• understand the purpose of rules and how they can help people to feel safe</li> <li>• take part in making rules</li> <li>• understand who looks after them and their responsibilities.</li> </ul> <p>Financial Capability</p> <ul style="list-style-type: none"> <li>• understand where money comes from, where it goes when 'used' and what it means to 'pay' for something</li> <li>• understand what charity is</li> </ul>	<p><b>Personal Safety</b></p> <p>Managing Risk</p> <ul style="list-style-type: none"> <li>• identify risky situations (including emergencies) and how to keep safe.</li> </ul> <p>Safety Contexts</p> <ul style="list-style-type: none"> <li>• identify the potential risks in a variety of contexts and understand safe places to play</li> <li>• understand how to stay safe online and who to talk to if they see something upsetting.</li> </ul> <p>Personal Safety</p> <ul style="list-style-type: none"> <li>• describe home and neighbourhood</li> <li>• identify people who can keep them safe and know who to talk to if they feel unsafe</li> </ul>	<p><b>Health</b></p> <p>Sex and Relationships Education</p> <ul style="list-style-type: none"> <li>• name main body parts and understand which of these are private</li> <li>• understand what their bodies can do and how to keep clean</li> <li>• understand how they have changed and grown since they were a baby</li> </ul> <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>• understand why we need food and how to make healthy choices</li> <li>• understand that too much time spent on electronic devices can be unhealthy</li> </ul> <p>Drug Education</p> <ul style="list-style-type: none"> <li>• understand the role of doctors, nurses and hospitals and the purpose of medicine</li> <li>• understand why people use medicine and the potential risks</li> </ul>

<p><b>Year 2</b></p>	<p><b>Families, Friends &amp; Relationships</b></p> <p>Beginning and Belonging</p> <ul style="list-style-type: none"> <li>• discuss how to make the classroom a safe and fair place for everyone</li> <li>• understand how to solve problems and disagreements.</li> </ul> <p>Me and My Emotions</p> <ul style="list-style-type: none"> <li>• understand different emotions and how to manage them</li> <li>• understand strategies for controlling behaviour</li> </ul> <p>Family and Friends</p> <ul style="list-style-type: none"> <li>• understand how to maintain friendships and solve disagreements</li> <li>• recognise who they go to for support</li> <li>• understand what a family is and recognise that other families may look different</li> <li>• understand who to ask for help if they are unhappy at home</li> </ul> <p>Anti-Bullying</p> <ul style="list-style-type: none"> <li>• recognise and talk about bullying behaviour, including who to talk to if being bullied</li> <li>• understand the causes of bullying behaviour and how it may affect someone</li> <li>• understand how to deal with bullying (of themselves or others)</li> <li>• understand what cyber-bullying is and how to behave online.</li> </ul> <p>Managing and Changing</p> <ul style="list-style-type: none"> <li>• understand how friendships may change over time</li> <li>• recognise that they have control over their own behaviour</li> <li>• understand how to discuss and cope with feelings of loss</li> </ul>	<p><b>Citizenship and Money</b></p> <p>Working Together</p> <ul style="list-style-type: none"> <li>• understand how to work well as part of a group and listen to others</li> <li>• understand why it is important to take turns and how to negotiate in order to sort out disagreements</li> </ul> <p>Diversity and Communities</p> <ul style="list-style-type: none"> <li>• understand what ‘community’ means and the role of others within in</li> <li>• reflect on their own culture and beliefs and show respect for the ways in which it may be different to others’</li> <li>• look after the school and wider environment, including looking after plants and animals</li> </ul> <p>Rights, Rules and Responsibilities</p> <ul style="list-style-type: none"> <li>• identify jobs and responsibilities they have at school and home and understand the jobs and responsibilities of others</li> <li>• to take part in making rules</li> </ul> <p>Financial Capability</p> <ul style="list-style-type: none"> <li>• understand what it means to have less money than you need</li> <li>• understand their own feelings about money</li> <li>• understand what charity is</li> </ul>	<p><b>Personal Safety</b></p> <p>Managing Risk</p> <ul style="list-style-type: none"> <li>• identify how they may feel in risky situations</li> <li>• know personal contact details and who it is safe to give them to/not give them to</li> <li>• understand ways that they can help in an emergency</li> </ul> <p>Safety Contexts</p> <ul style="list-style-type: none"> <li>• identify the potential risks in a variety of contexts</li> <li>• understand safe places to play</li> <li>• understand how to stay safe online and who to talk to if they see something upsetting</li> </ul> <p>Personal Safety</p> <ul style="list-style-type: none"> <li>• identify people they can talk to if they feel unsafe, and how to get the attention of an adult if they need to</li> <li>• understand what good and bad secrets might be</li> <li>• recognise persuasion and how to respond if someone tries to make them do something they don’t like/ unsure of</li> </ul>	<p><b>Health</b></p> <p>Sex and Relationships Education</p> <ul style="list-style-type: none"> <li>• name main body parts and understand which of these are private</li> <li>• understand how to keep their bodies clean and how this will help stop common illnesses and diseases spreading</li> <li>• understand how they have changed, grown and become more responsible since they were babies</li> </ul> <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>• understand what healthy eating means, how it makes them feel and why it is important</li> <li>• understand healthy choices include exercise and sleep</li> <li>• understand that too much time spent on electronic devices can be unhealthy</li> </ul> <p>Drug Education</p> <ul style="list-style-type: none"> <li>• understand risky substances at home and school and how to stay safe from them</li> <li>• understand the effect that some substances may have on the body</li> </ul>
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<p><b>Year 3</b></p>	<p><b>Families, Friends &amp; Relationships</b></p> <p>Beginning and Belonging</p> <ul style="list-style-type: none"> <li>• understand how to feel safe and learn well at school</li> <li>• know how to manage feelings and who to talk to if unhappy</li> </ul> <p>My emotions</p> <ul style="list-style-type: none"> <li>• identify what is special about themselves and others</li> <li>• understand how to communicate and cope with a range of different emotions and worries</li> </ul> <p>Family and Friends</p> <ul style="list-style-type: none"> <li>• recognise similarities and differences between their own and others' families</li> <li>• recognise things that make them feel unhappy at home and know who to ask for help</li> <li>• understand how they can be a good friend</li> </ul> <p>Anti-bullying</p> <ul style="list-style-type: none"> <li>• understand key characteristics of bullying and how it affects the way people feel and behave</li> <li>• to have strategies to deal with bullying</li> <li>• to understand cyber-bullying and how to behave respectfully online</li> </ul> <p>Managing Change</p> <ul style="list-style-type: none"> <li>• identify changes they and others have already faced and discuss potential future changes</li> <li>• discuss what it might feel like to be separated from a special person</li> </ul>	<p><b>Citizenship and Money</b></p> <p>Working Together</p> <ul style="list-style-type: none"> <li>• identify their own and others' skills and to know that it is important to persevere in order to overcome obstacles</li> <li>• understand how to share views and opinions effectively</li> </ul> <p>Diversity and Communities</p> <ul style="list-style-type: none"> <li>• understand that everyone is different, special and deserving of respect</li> <li>• understand the roles of people within the community</li> <li>• understand how to care for the environment, including responsibility towards looking after animals</li> </ul> <p>Rights, rules and responsibilities</p> <ul style="list-style-type: none"> <li>• understand why we need rules and the role they can play in making them</li> <li>• understand responsibilities at home and school</li> <li>• understand democracy and how a representative is elected</li> </ul> <p>Financial Capability</p> <ul style="list-style-type: none"> <li>• understand that money can be earned, saved, budgeted and spent</li> </ul>	<p><b>Personal Safety</b></p> <p>Managing Risk</p> <ul style="list-style-type: none"> <li>• understand potential risks to safety, friendships and feelings</li> <li>• understand what an emergency is and appropriate action to take</li> <li>• identify how they might feel and who to ask for help if things go wrong</li> </ul> <p>Safety Contexts</p> <ul style="list-style-type: none"> <li>• identify potential risks in a variety of contexts (including online) and understand how to keep safe</li> <li>• know who to talk to if they see or experience something upsetting (including online)</li> </ul> <p>Personal Safety</p> <ul style="list-style-type: none"> <li>• understand personal responsibility</li> <li>• identify adults and friends they trust and who to tell if they feel unsafe or uncomfortable with physical contact</li> <li>• understand when they might need to break a promise</li> </ul>	<p><b>Health</b></p> <p>Sex and Relationships Education</p> <ul style="list-style-type: none"> <li>• identify how males and females are different</li> <li>• understand how diseases and illnesses spread and why it's important to keep bodies clean</li> <li>• identify the main stages of human life</li> <li>• discuss how parents and carers care for their babies</li> </ul> <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>• understand what it means to be healthy including the importance of food, sleep and exercise</li> <li>• understand teeth health and how to look after them</li> <li>• understand why it is important to manage time spent on electronic devices</li> </ul> <p>Drug Education</p> <ul style="list-style-type: none"> <li>• understand why people need medicine and who gives it</li> <li>• know about medical and legal drugs and their effects</li> <li>• understand safety rules for storing medicines</li> </ul>
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<p><b>Year 4</b></p>	<p><b>Families, Friends &amp; Relationships</b></p> <p>Beginning and Belonging</p> <ul style="list-style-type: none"> <li>• understand what makes them feel safe and valued in school and what helps them to learn</li> <li>• have strategies to help manage difficult feelings</li> <li>• to understand why rules are needed</li> </ul> <p>My emotions</p> <ul style="list-style-type: none"> <li>• understand how their actions and emotions can affect others</li> <li>• understand how to care for others' feelings and disagree respectfully</li> <li>• to be able to cope with and communicate different feelings</li> </ul> <p>Family and Friends</p> <ul style="list-style-type: none"> <li>• identify who is in their network of special or trusted people and how these relationships provide support</li> <li>• to have coping strategies for when friendships or other relationships change</li> <li>• know who to ask for help if they are feeling scared or unhappy at home</li> </ul> <p>Anti-bullying</p> <ul style="list-style-type: none"> <li>• understand key characteristics of bullying and how it affects feelings and behaviour</li> <li>• know who to talk to if they are being bullied or how to help someone who is being bullied</li> <li>• understand cyber bullying and how to behave respectfully online</li> </ul> <p>Managing Change</p> <ul style="list-style-type: none"> <li>• identify emotions that might be felt at times of loss or change (including death of pets or people)</li> <li>• understand strategies for coping with change or feelings of loss</li> </ul>	<p><b>Citizenship and Money</b></p> <p>Working Together</p> <ul style="list-style-type: none"> <li>• understand how to listen to others, work effectively as part of a group and give constructive feedback</li> </ul> <p>Diversity and Communities</p> <ul style="list-style-type: none"> <li>• understand and show respect for different lifestyles and beliefs that other people have</li> <li>• understand what stereotypes are and how they can be challenged</li> <li>• understand how to care for the environment, including responsibility towards looking after animals</li> </ul> <p>Rights, rules and responsibilities</p> <ul style="list-style-type: none"> <li>• understand what is meant by rights and responsibilities</li> <li>• understand why rules are important the role they can play in making them</li> <li>• understand how representatives are elected and democratic decision are made (at school and in society)</li> </ul> <p>Financial Capability</p> <ul style="list-style-type: none"> <li>• identify their own feelings about money and how they may change</li> <li>• understand what a family might have to spend money on</li> <li>• understand how choices with money may affect their family, the community and the wider world</li> </ul>	<p><b>Personal Safety</b></p> <p>Managing Risk</p> <ul style="list-style-type: none"> <li>• understand potential risks to safety, friendships and feelings</li> <li>• understand how to make decisions in risky situations and how to act in an emergency</li> </ul> <p>Safety Contexts</p> <ul style="list-style-type: none"> <li>• understand risk in a variety of different contexts and how to keep themselves safe</li> <li>• understand how to keep personal information safe online and who to talk to if they see something upsetting</li> </ul> <p>Personal Safety</p> <ul style="list-style-type: none"> <li>• understand personal responsibility</li> <li>• identify adults and friends they trust and who to tell if they feel unsafe or uncomfortable with physical contact</li> <li>• understand when they might need to break a promise</li> </ul>	<p><b>Health</b></p> <p>Sex and Relationships Education</p> <ul style="list-style-type: none"> <li>• name different male and female parts</li> <li>• understand how they can keep themselves clean and how this will change as they get older (relevant aspects of puberty)</li> <li>• understand how they can prevent some illnesses and diseases</li> <li>• discuss responsibilities they currently have and how this will change as they get older</li> </ul> <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>• understand how nutrition, sleep and physical activity are important for health</li> <li>• understand who is responsible for their lifestyle choices and how they are influenced</li> <li>• understand that it is important to manage time spent on electronic devices</li> </ul> <p>Drug Education</p> <ul style="list-style-type: none"> <li>• understand using and misusing legal drugs</li> <li>• understand what to do if they find something risky (e.g. syringe)</li> <li>• understand how friends and the media can influence them</li> </ul>
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<p><b>Year 5</b></p>	<p><b>Families, Friends &amp; Relationships</b></p> <p>Beginning and Belonging</p> <ul style="list-style-type: none"> <li>• understand how to feel safe and build good relationships in school</li> <li>• discuss strategies to help solve problems and manage feelings</li> <li>• understand who to seek help from and how they can help others</li> </ul> <p>My Emotions</p> <ul style="list-style-type: none"> <li>• identify personal strengths and goals</li> <li>• develop strategies for recognising and managing strong feelings and emotions</li> </ul> <p>Family and Friends</p> <ul style="list-style-type: none"> <li>• understand that families can look different to their own and recognise that differences between people can be positive</li> <li>• understand who to ask for help if they feel scared or unhappy at home</li> <li>• develop strategies to help manage pressures on relationships, including those on social media</li> </ul> <p>Anti-bullying</p> <ul style="list-style-type: none"> <li>• understand bullying, including why people bully and how to respond or seek help for themselves or others;</li> <li>• identify ways of preventing bullying in the wider community</li> <li>• understand cyber bullying and how to behave respectfully online</li> </ul> <p>Managing Change</p> <ul style="list-style-type: none"> <li>• reflect on changes that they have experienced or may experience in the future</li> <li>• understand how they or others may behave when living through change</li> </ul>	<p><b>Citizenship and Money</b></p> <p>Working Together</p> <ul style="list-style-type: none"> <li>• further develop listening skills and be able to share ideas and views effectively</li> <li>• understand how to give and respond to feedback from others</li> <li>• understand their strengths and how to develop new skills</li> </ul> <p>Diversity and Communities</p> <ul style="list-style-type: none"> <li>• understand what is meant by 'identity', both for themselves and for others</li> <li>• understand different identities locally and in the UK and how to show respect for them</li> <li>• discuss voluntary organisations within communities (including environmental organisations) and how they make a difference</li> </ul> <p>Rights, rules and responsibilities</p> <ul style="list-style-type: none"> <li>• understand their role as someone who can make a difference in school</li> <li>• understand how democracy works in school, the local community and the UK, and how this influences laws</li> <li>• take part in debates and discuss views effectively</li> </ul> <p>Financial Capability</p> <ul style="list-style-type: none"> <li>• understand different ways to gain money</li> <li>• understand what adults need to pay for, 'value for money' and affordability</li> </ul>	<p><b>Personal Safety</b></p> <p>Managing Risk</p> <ul style="list-style-type: none"> <li>• understand level of risk in different situations</li> <li>• understand personal responsibility and how to keep themselves and others safe</li> <li>• understand how to respond to an emergency, including basic first aid</li> <li>• understand who they can go to for help (emotional and physical) and how they can help others</li> </ul> <p>Safety Contexts</p> <ul style="list-style-type: none"> <li>• understand how to stay safe in a variety of contexts and how they can help prevent accidents</li> <li>• understand how to keep personal information safe when online and how to respond if they see something upsetting</li> </ul> <p>Personal Safety</p> <ul style="list-style-type: none"> <li>• understand personal responsibility in keeping safe and asking for help</li> <li>• understand when it is ok to keep and secret and when they should tell someone</li> </ul>	<p><b>Health</b></p> <p>Sex &amp; Relationships Education (H&amp;SL20) &amp; (H&amp;SL24)</p> <ul style="list-style-type: none"> <li>• understand what happens to boys and girls as they reach puberty</li> <li>• understand how to keep their body clean</li> <li>• reflect on factors and pressures which may influence their view of their bodies</li> <li>• develop strategies for expressing feelings positively and know who to go to if they are worried</li> </ul> <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>• understand what it means to be healthy (body and mind) and the benefits</li> <li>• understand the role of diet, sleep and exercise for physical and emotional health</li> <li>• understand why it is important to manage time spent on electronic devices</li> </ul> <p>Drug Education</p> <ul style="list-style-type: none"> <li>• understand how medicines help people with a range of illnesses</li> <li>• identify risks around substances, including checking information given</li> </ul>
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				<ul style="list-style-type: none"> <li>understand why companies advertise drugs</li> </ul>
Year 6	<p><b>Families, Friends &amp; Relationships</b></p> <p>Beginning and Belonging</p> <ul style="list-style-type: none"> <li>understand how to feel safe and build good relationships in school</li> <li>discuss strategies to help solve problems and manage feelings</li> <li>understand who to seek help from and how they can help others</li> </ul> <p>My Emotions</p> <ul style="list-style-type: none"> <li>identify personal strengths and goals</li> <li>develop strategies for recognising and managing strong feelings and emotions</li> </ul> <p>Family and Friends</p> <ul style="list-style-type: none"> <li>understand how friendships may develop and change and understand ways to maintain them</li> <li>understand that families can look different to their own and that differences between people can be positive</li> <li>understand who to ask for help if they feel scared or unhappy at home</li> <li>develop strategies to help manage pressures on relationships, including those on social media</li> </ul> <p>Anti-bullying</p> <ul style="list-style-type: none"> <li>understand bullying, including why people bully and how to respond or seek help for themselves or others</li> <li>identify ways of preventing bullying in the wider community</li> <li>understand cyber bullying and how to behave respectfully online</li> </ul> <p>Managing Change</p> <ul style="list-style-type: none"> <li>reflect on changes that they have experienced or may experience in the future</li> <li>reflect on changes that will occur when they move to secondary school</li> <li>discuss grief and how it might affect people in different ways</li> </ul>	<p><b>Citizenship and Money</b></p> <p>Working Together</p> <ul style="list-style-type: none"> <li>further develop listening skills and be able to share ideas and views effectively</li> <li>understand how to give and respond to feedback from others</li> <li>understand how to develop strengths and skills and how these skills could link to future employment</li> </ul> <p>Diversity and Communities</p> <ul style="list-style-type: none"> <li>reflect on ways to show respect for different lifestyles and beliefs</li> <li>understand the negative effects of stereotyping</li> <li>understand how the media may influence individuals and communities</li> </ul> <p>Rights, rules and responsibilities</p> <ul style="list-style-type: none"> <li>understand what councils, councillors, parliament and MPs do</li> <li>understand the basic rights of children and adults</li> <li>take part in debates and listen to other people's views respectfully</li> </ul> <p>Financial Capability</p> <ul style="list-style-type: none"> <li>understand why adults are taxed and how tax is used to benefit the wider community</li> <li>understand poverty</li> </ul>	<p><b>Personal Safety</b></p> <p>Managing Risk</p> <ul style="list-style-type: none"> <li>understand level of risk in different situations</li> <li>understand personal responsibility and the different consequences of taking physical, emotional and social risks</li> <li>understand how to respond to an emergency, including basic first aid</li> <li>reflect on when it may be good to take a risk</li> </ul> <p>Safety Contexts</p> <ul style="list-style-type: none"> <li>understand how to stay safe in a variety of contexts and how they can help prevent accidents</li> <li>understand how to keep personal information safe when online and how to respond if they see something upsetting</li> </ul> <p>Personal Safety</p> <ul style="list-style-type: none"> <li>understand personal responsibility in keeping safe and asking for help</li> <li>understand when it is ok to keep and secret</li> </ul>	<p><b>Health</b></p> <p>Sex &amp; Relationships Education</p> <ul style="list-style-type: none"> <li>name male and female sexual parts and talk about what they do</li> <li>have an awareness of diseases such as HIV</li> <li>develop strategies to help express feelings positively and understand the ways in which they are responsible for how others feel</li> <li>understand how babies are made and the things adults should think about before having a baby</li> <li>reflect on factors that could influence their view of their bodies</li> </ul> <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>understand what it means to be healthy (body and mind) and the benefits</li> <li>understand the role of diet, sleep and exercise for physical and emotional health</li> <li>understand why it is important to manage time spent on electronic devices</li> </ul> <p>Drug Education</p>

			<p>and when they should tell someone</p> <ul style="list-style-type: none"> <li>reflect on changing support networks</li> </ul>	<ul style="list-style-type: none"> <li>discuss what they know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect the people who use them</li> <li>understand what it means to misuse a drug; to understand laws related to drugs</li> <li>understand how friends can positively or negatively influence behaviour</li> </ul>
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<b>By the end of Primary School pupils should know:</b>	
Families and people who care for me	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> <li>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</li> <li>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</li> <li>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.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>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</li> <li>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</li> </ul>

Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• about the concept of privacy and the implications of it for both children and adults</li> <li>• including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>