RSE & PSHE

Progression of Skills & Knowledge

Standard

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How is the RSE & PSHE scheme of work organised?

Progression of Skills & knowledge

Families and relationships

EYFS

Skills
Family

- Learning how to talk about our families and discussing why we love them.
- Talking about people that hold a special place in my life.

Friendships

- Developing strategies to help when sharing with others.
- Exploring what makes a good friend.

Respectful relationships

- Thinking about what it means to be a valued person.
- Exploring the differences between us that make each person unique.
- Considering the perspectives and feelings of others.
- Learning to work as a member of a team.
- Developing listening skills.

Knowledge
Family

- To name and describe the different members of our families.
- To understand that all families are valuable and special.

Friendships

- To know that we share toys so that everyone feels involved and no one feels left out or upset.

Respectful relationships

- To understand that different people like different things.
- To understand that all people are valuable.
- To know that it is important to help, listen and support others when working as a team.
- To know that it is important to tell the truth.

Year 1

Skills

Family

- Exploring how families are different to each other.

Friendships

- Exploring how friendship problems can be overcome.
- Exploring friendly behaviours.

Respectful relationships

- Recognising how other people show their feelings.
- Identifying ways we can care for others when they are sad.
- Exploring the ability to successfully work with different people.

Knowledge

Family

- To understand that families look after us.
- To know some words to describe how people are related (eg. aunty, cousin).
- To know that some information about me and my family is personal.

Friendships

- To understand some characteristics of a positive friendship.
- To understand that friendships can have problems but that these can be overcome.

Respectful relationships

- To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.

National curriculum - end of KS1

There are no specific outcomes for Key Stage 1, as statutory guidance sets expectations for the end of primary rather than by key stage.

Progression of Skills & knowledge

Families and relationships

Year 2

Skills

Family

- Understanding ways to show respect for different families.
- Understanding that families offer love, care and support.

Friendships

- Understanding difficulties in friendships and discussing action that can be taken.

Respectful relationships

- Learning how other people show their feelings and how to respond to them.
- Exploring the conventions of manners in different situations.

Change and loss

- Exploring how loss and change can affect us.

Knowledge

Family

- To know that families can be made up of different people.
- To know that families may be different to my family.

Friendships

- To know some problems which might happen in friendships.
- To understand that some problems in friendships might be more serious and need addressing.

Respectful relationships

- To understand some ways people show their feelings.
- To understand what good manners are.
- To understand some stereotypes related to jobs.

Change and loss

- To know that there are ways we can remember people or events.

Year 3

Skills

Family

- Learning that problems can occur in families and that there is help available if needed.

Freidnships

- Exploring ways to resolve friendship problems.
- Developing an understanding of the impact of bullying and what to do if bullying occurs.

Respectful relationships

- Identifying who I can trust.
- Learning about the effects of non verbal communication.
- Exploring the negative impact of stereotyping.

Knowledge

Family

- To know that I can talk to trusted adults or services such as Childline if I experience family problems.

Friendships

- To know that bullying can be physical or verbal.
- To know that bullying is repeated, not a one off event.
- To know that violence is never the right way to solve a friendship problem

Respectful relationships

- To know that trust is being able to rely on someone and it is an important part of relationships.
- To know the signs of a good listener.
- To understand how to listen carefully and why listening is important.
- To understand that there are similarities and differences between people.
- To understand some stereotypes related to age.

National curriculum - end of KS2

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 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.

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.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, 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.

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.

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.

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.

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

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

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.

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.

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

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

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

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.

how information and data is shared and used online.

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

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.

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

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

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

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

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.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

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).

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.

that for most people the internet is an integral part of life and has many benefits.

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.

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.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Families and relationships

Year 4

Skills

Family

- Using respectful language to discuss different families.

Friendships

- Exploring physical and emotional boundaries in friendships.

Respectful relationships

- Exploring how my actions and behaviour can affect other people.

Change and loss

- Discussing how to help someone who has experienced a bereavement.

Knowledge

Family

- To know that families are varied in the UK and across the world.

Friendships

- To understand the different roles related to bullying including victim, bully and bystander.
- To understand that everyone has the right to decide what happens to their body.

Respectful relationships

- To understand the courtesy and manners which are expected in different scenarios.
- To understand some stereotypes related to disability.

Change and loss

- To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Year 5

Skills

Family

- Identifying ways families might make children feel unhappy or unsafe.

Friendships

- Exploring the impact that bullying might have.
- Exploring issues which might be encountered in friendships and how these might impact the friendship.

Respectful relationships

- Exploring and questioning the assumptions we make about people based on how they look.
- Exploring our positive attributes and being proud of these (self-respect).

Knowledge

Family

- To know that marriage is a legal commitment and is a choice people can make.
- To know that if I have a problem, I can call ChildLine on 0800 1111.

Friendships

- To know what attributes and skills make a good friend.
- To understand what might lead to someone bullying others.
- To know what action a bystander can take when they see bullying.

Respectful relationships

- To understand that positive attributes are the good qualities that someone has.
- To know that stereotypes can be unfair, negative and destructive.
- To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.

National curriculum - end of KS2

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 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.

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.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, 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.

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.

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.

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.

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

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

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.

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.

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

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

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

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.

how information and data is shared and used online.

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

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.

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

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

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

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

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.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

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).

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.

that for most people the internet is an integral part of life and has many benefits.

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.

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.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Families and relationships

Year 6

Skills

Friendships

- Identifying ways to resolve conflict through negotiation and compromise.

Respectful relationships

- Discussing how and why respect is an important part of relationships.
- Identifying ways to challenge stereotypes.

Change and loss

- Exploring the process of grief and understanding that it is different for different people.

Knowledge

Friendships

- To know that a conflict is a disagreement or argument and can occur in friendships.
- To understand the concepts of negotiation and compromise.

Respectful relationships

- To understand what respect is.
- To understand that everyone deserves respect but respect can be lost.
- To understand that stereotypes can lead to bullying and discrimination.

Change and loss

- To understand that loss and change can cause a range of emotions.
- To know that grief is the process people go through when someone close to them dies.

National curriculum - end of KS2

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 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.

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the conventions of courtesy and manners.

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happiness.

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how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Health and wellbeing

EYFS

Skills

Health and pevention

- Discussing ways that we can take care of ourselves.

Physical health and wellbeing

- Exploring how exercise affects different parts of the body.

Mental wellbeing

- Identifying how characters within a story may be feeling.
- Identifying and expressing my own feelings.
- Exploring coping strategies to help regulate emotions.
- Exploring different facial expressions and identifying the different feelings they can represent.
- Exploring ways to moderate behaviour, socially and emotionally.
- Coping with challenge when problem solving.

Knowledge

Health and prevention

- To know that having a naturally colourful diet is one way to try and eat healthily,

Physical health and wellbeing

- To know that exercise means moving our body and is important.
- To know that yoga can help our bodies and minds relax,

Mental wellbeing

- To name some different feelings and emotions.
- To know that I am a valuable individual.
- To know that facial expressions can give us clues as to how a person is feeling.
- To know that I can learn from my mistakes.
- To know some strategies to calm down.

Year 1

Skills

Health and prevention

- Learning how to wash my hands properly.
- Learning how to deal with an allergic reaction.

Physical health and wellbeing

- Exploring positive sleep habits.
- Exploring two different methods of relaxation: progressive muscle relaxation and laughter.
- Exploring health-related jobs and people who help look after our health.

Mental wellbeing

- Identifying personal strengths and qualities.
- Identifying different ways to manage feelings.

Knowledge

Health and prevention

- To understand we can limit the spread of germs by having good hand hygiene.
- To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.
- To know that certain foods and other things can cause allergic reactions in some people.

Physical health and wellbeing

- To know that sleep helps my body to repair itself, to grow and restores my energy.

Mental wellbeing

- To know that strengths are things we are good at.
- To know that qualities describe what we are like.
- To know the words to describe some positive and negative emotions.

National curriculum - end of KS1

There are no specific outcomes for Key Stage 1, as statutory guidance sets expectations for the end of primary rather than by key stage.

Progression of Skills & knowledge

Health and wellbeing

Year 2

Skills

Health and prevention

- Exploring the effect that food and drink can have on my teeth.

Physical health and wellbeing

- Exploring some of the benefits of exercise on body and mind.
- Exploring some of the benefits of a healthy balanced diet.
- Suggesting how to improve an unbalanced meal.
- Learning breathing exercises to aid relaxation.

Mental wellbeing

- Exploring strategies to manage different emotions.
- Developing empathy.
- Identifying personal goals and how to work towards them.
- Exploring the need for perseverance and developing a growth mindset.
- Developing an understanding of self respect.

Knowledge

Health and prevention

- To know that food and drinks with lots of sugar are bad for our teeth.

Physical health and wellbeing

- To explain the importance of exercise to stay healthy.
- To understand the balance of foods we need to keep healthy.
- To know that breathing techniques can be a useful strategy to relax.

Mental wellbeing

- To know that we can feel more than one emotion at a time.
- To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Year 3

Skills

Health and prevention

- Discussing why it is important to look after my teeth.

Physical health and wellbeing

- Learning stretches which can be used for relaxation.
- Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.

Mental wellbeing

- Exploring my own identity through the groups I belong to.
- Identifying my strengths and exploring how I use them to help others.
- Being able to breakdown a problem into smaller parts to overcome it.

Knowledge

Health and prevention

- To understand ways to prevent tooth decay.

Physical health and wellbeing

- To understand the positive impact relaxation can have on the body.
- To know the different food groups and how much of each of them we should have to have a balanced diet.

Mental wellbeing

- To understand the importance of belonging.
- To understand what being lonely means and that it is not the same as being alone.
- To understand what a problem or barrier is and that these can be overcome.

National curriculum - end of KS2

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 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.

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.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, 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.

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.

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.

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.

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

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

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.

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.

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

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

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

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.

how information and data is shared and used online.

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

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.

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

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

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

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

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.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

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).

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.

that for most people the internet is an integral part of life and has many benefits.

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.

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.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Health and wellbeing

Year 4

Skills

Health and prevention

- Developing independence in looking after my teeth.

Physical health and wellbeing

- Identifying what makes me feel calm and relaxed.
- Learning visualisation as a tool to aid relaxation.

Mental wellbeing

- Exploring how my skills can be used to undertake certain jobs.
- Explore ways we can make ourselves feel happy or happier.
- Developing the ability to appreciate the emotions of others in different situations.
- Learning to take responsibility for my emotions by knowing that I can control some things but not others.
- Developing a growth mindset.

Knowledge

Health and prevention

- To know key facts about dental health.

Physical health and wellbeing

- To know that visualisation means creating an image in our heads.

Mental wellbeing

- To know that different job roles need different skills and so some roles may suit me more than others.
- To know that it is normal to experience a range of emotions.
- To know that mental health refers to our emotional wellbeing, rather than physical.
- To understand that mistakes can help us to learn.
- To know who can help if we are worried about our own or other people's mental health.

Year 5

Skills

Health and prevention

- Developing independence for protecting myself in the sun.

Physical health and wellbeing

- Understanding the relationship between stress and relaxation.
- Considering calories and food groups to plan healthy meals.
- Developing greater responsibility for ensuring good quality sleep.

Mental wellbeing

- Taking responsibility for my own feelings.

Knowledge

Health and prevention

- To understand the risks of sun exposure.

Physical health and wellbeing

- To know that relaxation stretches can help us to relax and de-stress.
- To know that calories are the unit that we use to measure the amount of energy certain foods give us.
- To know that what we do before bed can affect our sleep quality.

Mental wellbeing

- To understand what can cause stress.
- To understand that failure is an important part of success.

National curriculum - end of KS2

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the conventions of courtesy and manners.

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available, especially if accessed early enough.

that for most people the internet is an integral part of life and has many benefits.

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.

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how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

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concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Health and wellbeing

Year 6

Skills

Health and prevention

- Considering ways to prevent illness.
- Identifying some actions to take if I am worried about my health or my friends' health.

Physical health and wellbeing

- Identifying a range of relaxation strategies and situations in which they would be useful.
- Exploring ways to maintain good habits.
- Setting achievable goals for a healthy lifestyle.

Mental wellbeing

- Exploring my personal qualities and how to build on them.
- Developing strategies for being resilient in challenging situations.

Knowledge

Health and prevention

- To understand that vaccinations can give us protection against disease.
- To know that changes in the body could be possible signs of illness.

Physical health and wellbeing

- To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
- To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.

Mental wellbeing

- To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).
- To know the effects technology can have on mental health.

National curriculum - end of KS2

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

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how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

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how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Safety and the changing body	
EYFS	
Skills Being safe (including online) • Considering why it is important to follow rules. • Exploring what it means to be a safe pedestrian.	Knowledge Being safe (including online) • To know that some rules are in place to keep us safe. • To know how to behave safely on the pavement and when crossing roads with an adult.
Year 1	

Skills	Knowledge
Being safe (including online) • Practising what to do if I get lost. • Identifying hazards that may be found at home. • Understanding people's roles within the local community that help keep us safe. Drugs, alcohol and tobacco • Learning what is and is not safe to put in or on our bodies. Basic first aid • Practising making an emergency phone call.	Being safe (including online) • To know that some types of physical contact are never appropriate. • To know what to do if I get lost. • To know that a hazard is something which could cause an accident or injury. Drugs, alcohol and tobacco • To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Basic first aid • To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. • To know that the emergency services are the police, fire service and the ambulance service.

National curriculum - end of KS1

There are no specific outcomes for Key Stage 1, as statutory guidance sets expectations for the end of primary rather than by key stage.

Progression of Skills & knowledge

Safety and the changing body

Year 2

Skills

Being safe (including online)

- Discussing the concept of privacy.
- Exploring ways to stay safe online.
- Learning how to behave safely near the road and when crossing the road.

Drugs, alcohol and tobacco

- Exploring what people can do to feel better when they are ill.
- Learning how to be safe around medicines.

Knowledge

Being safe (including online)

- To know the PANTS rule.
- To know that I should tell an adult if I see something which makes me uncomfortable online.
- To understand the difference between secrets and surprises.
- To know the rules for crossing the road safely.

Drugs, alcohol and tobacco

- To know that medicine can help us when we are ill.
- To understand that we should only take medicines when a trusted adult says we can.

The changing adolescent body

- To know the names of parts of my body including private parts.

Year 3

Skills

Being safe (including online)

- Exploring ways to respond to cyberbullying or unkind behaviour online.
- Developing skills as a responsible digital citizen.
- Identifying things people might do near roads which are unsafe.
- Beginning to recognise unsafe digital content.

Drugs, alcohol and tobacco

- Exploring that people and things can influence me and that I need to make the right decision for me.
- Exploring choices and decisions that I can make.

Basic first aid

- Learning what to do in a medical emergency, including calling the emergency services.

Knowledge

Being safe (including online)

- To understand that cyberbullying is bullying which takes place online.
- To know the signs that an email might be fake.
- To know the rules for being safe near roads.

Drugs, alcohol and tobacco

- To understand that other people can influence our choices.

Basic first aid

- To know that bites or stings can sometimes cause an allergic reaction.
- To know that it is important to maintain the safety of myself and others, before giving first aid.

National curriculum - end of KS2

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that mental wellbeing is a normal part of daily life, in the same way as physical health.

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.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

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).

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.

that for most people the internet is an integral part of life and has many benefits.

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.

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.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Safety and the changing body

Year 4

Skills

Being safe (including online)

- Discussing how to seek help if I need to.
- Exploring what to do if an adult makes me feel uncomfortable.
- Learning about the benefits and risks of sharing information online.

Drugs, alcohol and tobacco

- Discussing the benefits of being a non-smoker.

The changing adolescent body

- Discussing some physical and emotional changes during puberty.

Basic first aid

- Learning how to help someone who is having an asthma attack.

Knowledge

Being safe (including online)

- To understand that there are risks to sharing things online.
- To know the difference between private and public.

Drugs, alcohol and tobacco

- To understand the risks associated with smoking tobacco.

The changing adolescent body

- To understand the physical changes to both male and female bodies as people grow from children to adults.

Basic first aid

- To know that asthma is a condition which causes the airways to narrow.

Year 5

Skills

Being safe (including online)

- Developing an understanding of how to ensure relationships online are safe.

Drugs, alcohol and tobacco

- Learning to make 'for' and 'against' arguments to help with decision making.

The changing adolescent body

- Learning about the emotional changes during puberty.
- Identifying reliable sources of help with puberty.

Basic first aid

- Learning about how to help someone who is bleeding.

Knowledge

Being safe (including online)

- To know the steps to take before sending a message online (using the THINK mnemonic).
- To know some of the possible risks online.

Drugs, alcohol and tobacco

- To know some strategies I can use to overcome pressure from others and make my own decisions.

The changing adolescent body

- To understand the process of the menstrual cycle.
- To know the names of the external sexual parts of the body and the internal reproductive organs.
- To know that puberty happens at different ages for different people.

Basic first aid

- To know how to assess a casualty's condition.

National curriculum - end of KS2

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 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.

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.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, 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.

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.

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.

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.

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

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

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.

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.

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

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

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

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.

how information and data is shared and used online.

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

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.

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

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

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

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

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.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

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).

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.

that for most people the internet is an integral part of life and has many benefits.

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.

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.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Safety and the changing body

Year 6

Skills
Being safe (including online)

- Developing an understanding about the reliability of online information.
- Exploring online relationships including dealing with problems.

Drugs, alcohol and tobacco

- Discussing the reasons why adults may or may not drink alcohol.

The changing adolescent body

- Discussing problems which might be encountered during puberty and using knowledge to help.

Basic first aid

- Learning how to help someone who is choking.
- lacing an unresponsive patient into the recovery position.

Knowledge
Being safe (including online)

- To understand that online relationships should be treated in the same way as face to face relationships.
- To know where to get help with online problems.

Drugs, alcohol and tobacco

- To understand the risks associated with drinking alcohol.

The changing adolescent body

- To understand how a baby is conceived and develops.

Basic first aid

- To know how to conduct a primary survey (using DRSABC).

National curriculum - end of KS2

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 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.

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.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, 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.

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.

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.

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.

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

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

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.

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.

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

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

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

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.

how information and data is shared and used online.

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

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.

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

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

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

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

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.

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how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and

happiness.

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isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

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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).

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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where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Citizenship	
EYFS	
Skills • Beginning to understand why rules are important in school.	Knowledge • To know that we have rules to keep everything fair, safe and enjoyable for everyone. • To understand that we all have similarities and differences and that make us special. • To know that we all have different beliefs and celebrate special times in different ways.
Year 1	
Skills • Recognising why rules are necessary and the consequences of not following rules. • Discussing how to meet the needs of different pets. • Exploring the differences between people. • Recognising the groups that we belong to.	Knowledge • To know the rules in school. • To know that different pets have different needs. • To understand the needs of younger children and that these change over time. • To know that voting is a fair way to make a decision. • To understand that people are all different and that this is a good thing.

National curriculum - end of KS1

There are no specific outcomes for Key Stage 1, as statutory guidance sets expectations for the end of primary rather than by key stage.

Progression of Skills & knowledge

Citizenship	
Year 2	
Skills • Explaining why rules are in place in different settings. • Identifying positives and negatives about the school environment. • Learning how to discuss issues of concern to me. • Recognising the importance of looking after the school environment. • Identifying ways to help look after the school environment. • Recognising the contribution people make to the local community.	Knowledge • To know some of the different places where rules apply. • To know that some rules are made to be followed by everyone and are known as 'laws'. • To know some of the jobs people do to look after the environment in school and the local community. • To understand how democracy works in school through the school council. • To understand that different groups of people make different contributions to the community.
Year 3	

Skills	Knowledge
• Exploring how children's rights help them and other children. • Considering the responsibilities that adults and children have to maintain children's rights. • Discussing ways we can make a difference to recycling rates at home/school. • Identifying local community groups and discussing how these support the community.	• To understand the UN Convention on the Rights of the Child. • To understand how recycling can have a positive impact on the environment. • To know that the local council is responsible for looking after the local area. • To know that elections are held where adults can vote for local councillors. • To understand some of the consequences of breaking rules. • To understand the role of charities in the community.

National curriculum - end of KS2

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 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.

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.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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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.

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.

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.

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

the conventions of courtesy and manners.

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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.

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.

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

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

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

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.

how information and data is shared and used online.

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

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.

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

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

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

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

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.

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the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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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).

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.

that for most people the internet is an integral part of life and has many benefits.

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.

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.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Citizenship	
Year 4	
Skills • Discussing how we can help to protect human rights. • Identifying ways items can be reused. • Explaining why reusing items is of benefit to the environment. • Identifying the benefits different groups bring to the local community. • Discussing the positives diversity brings to a community.	Knowledge • To know that human rights are specific rights that apply to all people. • To know some of the people who protect our human rights such as police, judges and politicians. • To know that reusing items is of benefit to the environment. • To understand that councillors have to balance looking after local residents and the needs of the council. • To know that there are a number of groups which make up the local community.
Year 5	

Skills	Knowledge
• Explaining why reducing the use of materials is positive for the environment. • Discussing how rights and responsibilities link. • Exploring the right to a freedom of expression. • Identifying the contribution people make to the community and how this is recognised. • Developing an understanding of how parliament and Government work. • Identifying ways people can bring about change in society.	• To know what happens when someone breaks the law. • To understand the waste hierarchy. • To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. • To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. • To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.

National curriculum - end of KS2

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 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.

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.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, 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.

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.

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.

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.

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

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

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.

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.

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

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

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

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.

how information and data is shared and used online.

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

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.

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

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

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

where to get advice e.g. family, school and/or other sources.

that mental wellbeing is a normal part of daily life, in the same way as physical health.

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.

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

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).

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.

that for most people the internet is an integral part of life and has many benefits.

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.

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.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

the characteristics and mental and physical benefits of an active lifestyle.

the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

the risks associated with an inactive lifestyle (including obesity).

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

the principles of planning and preparing a range of healthy meals.

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin 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 flossing, including regular check-ups at the dentist.

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Citizenship

Year 6

Skills

- Learning about environmental issues relating to food.
- Discussing how education and other human rights protect us.
- Identifying causes which are important to us.
- Discussing how people can influence what happens in parliament.
- Discussing ways to challenge prejudice and discrimination.
- Identifying appropriate ways to share views and ideas with others.

Knowledge

- To know that education is an important human right.
- To know that our food choices can affect the environment.
- To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
- To know that prejudice is making assumptions about someone based on certain information.
- To know that discrimination is treating someone differently because of certain factors.

National curriculum - end of KS2

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 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.

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the importance of self-respect and how this links to their own happiness.

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how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Economic wellbeing

Year 1

Skills

- Exploring how money is used by people.
- Discussing how to keep money safe.
- Discussing what to do if we find money.
- Exploring choices people make about money.
- Developing an understanding of how banks work.
- Listening to descriptions of professions.
- Thinking about questions they would like to ask others about their job.
- Describing what different people do in their jobs.

Knowledge

- To know that people use money to buy things, including things they need and things they want.
- To know that coins and notes are types of money and have different values.
- To know that notes are higher in value than coins.
- To know that it is wrong to steal money.
- To know that money is valuable and needs to be looked after.
- To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.
- To know that they should not show or give money to strangers.
- To know that they can ask adults they know and trust about money and where to store it safely.
- To know that banks are places where we can store our money.
- To know adults have jobs to help others and to earn money.
- To know that skills are things that we can do well and that everyone has different skills.
- To know that different jobs need different skills.

Year 2

Skills	Knowledge
• Explaining adult money sources. • Identifying whether something is a want or need. • Comparing and contrasting 'wants' and 'needs'. • Identifying the main features of bank account cards. • Exploring personal skills and talents. • Exploring the reasons why people choose certain jobs. • Identifying some ways to make an environment inclusive and fair. • Reflecting on the importance of individuality and diversity.	• To know that many adults earn money by having a job. • To know some basic needs for survival, such as food, water and shelter. • To know that a bank account is like a special place in a bank that keeps money safe until it is needed. • To know that a bank account card is like a special key that unlocks a bank account to access the money inside. • To know that saving money is when we keep some money and don’t spend it straight away. • To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.

National curriculum - end of KS1

There are no specific outcomes for Key Stage 1, as statutory guidance sets expectations for the end of primary rather than by key stage.

Progression of Skills & knowledge

Economic wellbeing

Year 3

Skills

- Considering pros and cons of payment methods.
- Contemplating budgeting benefits.
- Planning and calculating within a budget.
- Discussing attitudes and feelings about money.
- Developing empathy in financial situations.
- Handling negative financial emotions.
- Making ethical spending decisions.
- Assessing impact of spending choices.
- Reflecting on future job based on goals.
- Challenging and understanding workplace stereotypes.
- Ranking factors influencing job choices.

Knowledge

- To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.
- To know that spending should be based on necessity, importance, and available budget.
- To know that budgeting is planning how to spend and save the money that you have available.
- To know that money can cause us to have positive and negative feelings.
- To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.
- To know that different jobs contribute to our society in different ways.
- To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.
- To know that it is important to consider what they are good at and enjoy doing when choosing future careers.
- To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.

Year 4

Skills	Knowledge
• Recognising value for money. • Understanding differing opinions on spending. • Recognising how to track money spent and saved. • Understanding reasons for using a bank. • Exploring how to safeguard money effectively. • Identifying influences on job choices. • Understanding careers can change. • Challenging workplace stereotypes.	• To know that getting value for money involves considering the cost, usefulness and quality of items. • To know that purchases can be influenced by needs, wants, peer pressure, and advertising. • To know that people often earn interest when they keep savings in a bank account. • To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them. • To know that people often change jobs or careers multiple times in their lives. • To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.

National curriculum - end of KS2

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 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.

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

what constitutes a healthy diet (including understanding calories and other nutritional content).

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how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

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how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Economic wellbeing

Year 5

Skills

- Discussing money risks and management.
- Making and prioritising budgets.
- Discussing money's role in career choices.
- Assessing loan and borrowing responsibilities and suitability.
- Implementing money safeguarding strategies.
- Navigating emotional implications in financial situations.
- Seeking guidance for financial dilemmas.
- Integrating factors to inform career decisions.

Knowledge

- To know that being ‘in debt’ or ‘having debt’ means that you have spent more money than you have and owe money to others or the bank.
- To know the difference between money earned (income) and money spent (expenditure).
- To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.
- To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.
- To know that they should be cautious about sharing financial information.
- To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.
- To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.
- To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.

Year 6

Skills

- Developing emotional intelligence related to financial matters.
- Applying coping strategies for managing financial emotions.
- Assessing risks in both physical and digital financial environments.
- Implementing safeguarding measures for money in real-world scenarios.
- Adapting to financial changes associated with transitioning to secondary school.
- Preparing personally for financial and career changes in secondary school.
- Identifying different forms of gambling and understanding their risks.
- Applying responsible gambling attitudes in real-world situations.
- Recognising various workplace environments and their characteristics.
- Identifying career options in multiple sectors.
- Evaluating the suitability of different career paths.
- Aligning career options with personal interests and strengths.

Knowledge

- To know that our emotions can be linked to money.
- To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.
- To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.
- To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.
- To know that gambling or betting is paying to play a game where you don’t know if you will win more money or lose your money.
- To know that gambling can cause people to lose a lot of money and can be very addictive.
- To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.

National curriculum - end of KS2

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the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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

isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

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).

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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.

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about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

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the facts and science relating to allergies, immunisation and vaccination.

how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

about menstrual wellbeing including the key facts about the menstrual cycle.

Progression of Skills & knowledge

Identity

Year 6

Skills	Knowledge
• Discussing the factors that make our 'identity'. • Recognising the difference between how we see ourselves and how others see us. • Exploring how the media might influence our identity.	• To know that identity is is the way we see ourselves and also how other people see us.

National curriculum - end of KS2

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 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.

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.

that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, 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.

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.

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.

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.

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

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

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.

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.

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

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

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.

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.

how information and data is shared and used online.

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Progression of Skills & knowledge

Transition lessons	
Year 1	
Skills • Recognising our own strengths.	Knowledge • To understand that changes can be both positive and negative.
Year 2	
Skills • Identifying people who can help us when we are worried about changes.	Knowledge • To understand that change is part of life.
National curriculum - end of KS1 There are no specific outcomes for Key Stage 1, as statutory guidance sets expectations for the end of primary rather than by key stage.	

Progression of Skills & knowledge

Transition lessons	
Year 3	
Skills • Learning strategies to deal with change.	Knowledge • To understand that change often brings about more opportunities and responsibilities.
Year 4	
Skills • Recognising our own achievements. • Being able to set goals.	Knowledge • To know that setting goals can help us to achieve what we want.

National curriculum - end of KS2

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Progression of Skills & knowledge

Transition lessons	
Year 5	
Skills • Recognising own skills and how these can be developed.	Knowledge • To understand the skills needed for roles in school.
Year 6	
Skills • Exploring a greater range of strategies to deal with feelings associated with change.	Knowledge • To know that a big change can bring opportunities but also worries.

National curriculum - end of KS2

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