St. Peter's CE Primary Academy

PSHE progression of Knowledge and skills

RSE & PSHE

At St Peter's we believe that all children should be enthused by the ever-changing world and be equipped with skills that allow them to flourish.

Big Ideas

Staying safe	My healthy self	Connecting with others
Growing up	Citizenship	Online world

Yearly Overview

Year group	Autumn 1: Staying safe	Autumn 2: My healthy self	Spring 1: Connecting with others	Spring 2: Growing up	Summer 1: Citizenship	Summer 2: Online world
EYFS	Listening and following instructions	My feelings/My wellbeing	My family and friends	Special relationships	Taking on challenges	Digital citizenship
1	How can I protect myself and others in daily life? (Include how can I stay safe near roads from How can I stay safe?)	How can we look after our emotions?	How can I help myself and others feel happy and safe?	How can I stay safe?	How can I help others and the environment?	How do we spend time online?
2	How can I make safe choices in different places?	How can we look after our bodies?	How can I build safe, kind and caring relationships with others?	How can we look after and respect our bodies as we grow?	How do people belong to a community and earn money?	How can we stay safe online?
3	How can we prevent illness and injury and how do we respond if they happen?	How can I take care of my mind and body?	What helps us feel safe and included?	How do we grow and change throughout out lives? (See Yr 3 Growing Up guidance)	What rights and responsibilities do we have? What careers do people choose?	How should we communicate online?
4	What signs help me recognise what is safe or unsafe?	How can I make healthy choices?	How can we respect each other?	How will my body and emotions change as I grow up?	How can I spend money responsibly?	How can we decide what to trust online?
5	How can I stay safe as I become more independent? (See Yr 5 Autumn 1 guidance)	How can I support my mind and body as I grow?	Why are healthy relationships important?	How can I manage the changes to my body and emotions as I grow up?	How can we make a difference in our communities and beyond? How can we be in control of our money?	How am I influenced by what I see online?
6	How can I stay safe as I grow up?	How do my choices today shape my future health?	What does it mean to stand up for myself and others?	How do people become parents and carers?	How can we protect everyone's rights?	How do I feel about the things I see online?
British Values:	Individual Liberty Mutual Respect Rule of Law	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs (Yr 6)	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs (Yr 4,5,6) Democracy (Yr6)	Individual Liberty Mutual Respect	All British Values	Individual Liberty Mutual Respect Rule of Law

SMSC Links: Every Kapow lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Kapow is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**.**

British Values: Kapow Primary's RSE & PSHE curriculum is designed to assist schools in fulfilling their requirement to actively promote fundamental British Values of **Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs**. Every lesson has been mapped against the British Values agenda.

EYFS	Term 1	Term 2	Term 3
Big Idea	**Staying safe: Listening and following instructions**	**My healthy self: My wellbeing**	**Connecting with others: My feelings**
Key knowledge	• 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. • To know that we have rules to keep everything fair, safe and enjoyable for everyone.	• To know that having a naturally colourful diet is one way to try and eat healthily, • To know that exercise means moving our body and is important. • To know that yoga can help our bodies and minds relax.	• People can feel different emotions, such as happy, sad, worried, angry or calm. • Adults can help them in feeling calmer when they are upset, worried or angry. • It is okay to feel cross or upset but it is not okay to hurt others.
Key skills	• Considering why it is important to follow rules. • Exploring what it means to be a safe pedestrian. • Beginning to understand why rules are important in school.	• Discussing ways that we can take care of ourselves. • Exploring how exercise affects different parts of the body.	• I can say how I feel and am beginning to understand how others might feel.
Key vocabulary	Listen, listening, understanding, friends, truth, feeling, honest, instructions, obstacle course, challenge persevere, persist, team, blindfold, explain, odd, different, clue, hunt	exercise, movement, healthy, heart rate, breathing, heart, lungs, brain, bones, muscles, yoga, pose, relax, meditate, breathe, independent, care, well-being, health, routine, walk, hazard, safe, careful, listen, alert, crossing, sensible, pedestrian, diet, vitamins, nutrients, energy, superfoods	angry, body, calm, calm corner, excited, eyebrows, feelings, happy, head, heart, mouth, sad, tummy, worried
	Term 4	Term 5	Term 6
Big Idea	**Growing up: My family and friends/special relationships**	**Citizenship: Taking on challenges**	**Online world: Digital Citizenship**
Key knowledge	• To name and describe the different members of our families. • To understand that all families are valuable and special. • To know that we share toys so that everyone feels involved and no one feels left out or upset. • 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.	• To know that I am a valuable individual. • To know that I can learn from my mistakes.	TBC
Key skills	• Learning how to talk about our families and discussing why we love them. • Talking about people that hold a special place in my life • Developing strategies to help when sharing with others. • Exploring what makes a good friend. • 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	• Discussing ways that we can take care of ourselves. • Exploring how exercise affects different parts of the body. • Coping with challenge when problem solving.	
Key vocabulary	festival, special event, religion, culture, beliefs, tradition, share, sharing, friend, take turns, friendly, kind, polite, kind, feelings emotions, compliment, support, loved, appreciated, happy, team, teamwork, teammate, collaborate, work together, listen, encourage, classmates, celebrate, celebration, friendship, relationship, party, classroom family, love, valuable, special, unique, different, mummy, daddy, sister, brother, grandpa, grandma, uncle, auntie, timer, interests, hobby, passion, like, dislike, enjoy, individual, same, similar, diversity.	rules, reason, right, wrong, safe, confident, comfortable, fair, equal, enjoyable, calm, orderly, challenge, difficulty, persistence, perseverance, trial and error, worried, anxious, panicked, frustrated, upset, coping, strategy, grounding, technique, calm, relaxed, happy, mistake, try, stronger,	

Year 1	Term 1	Term 2	Term 3
Big Idea	**Staying safe: How can I protect myself and others in daily life?**	**My healthy self: How can we look after our emotions?**	**Connecting with others: How can I help myself and others feel happy and safe?**
Key knowledge	• To know that germs can live on hands and surfaces even when we cannot see them, and that good hygiene, such as washing hands with soap and covering coughs and sneezes, can help prevent illness. • To know that doctors, nurses and dentists carry out check-ups to help people stay healthy, and that vaccines can help protect people from some illnesses • To know that some people need to use medicines regularly, such as inhalers, and that medicines can help people feel better when used safely and correctly. • To know that people can experience common signs of illness, such as coughing, sneezing, feeling hot or cold or having a tummy ache, and should tell a trusted adult if they feel unwell or something hurts. • To know that first aid is the immediate help given to someone who is hurt or unwell, and that their role is to tell a trusted adult rather than trying to treat an injury themselves. • To know that minor injuries such as bumps, bruises and cuts need appropriate care, such as using an ice pack for a bump or cleaning broken skin to help prevent germs entering the body, and that head bumps should always be reported to an adult. • To know that people can help protect themselves in hot weather by wearing a hat, covering their skin and drinking plenty of water. To know that medicines, when used properly, can help people feel better. • To know that **999** is the emergency number to call in an emergency and that the emergency services are the police, fire and ambulance services. • To know how to stay safe near roads by following the **'Stop, Look, Listen'** routine before crossing. • To know that a helmet should be worn when biking or scooting. • To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers)	• To know that emotions (happiness, sadness, anger, fear, surprise and disgust) are the body's natural responses to different situations, and that feelings are the words we use to describe those emotions. • To recognise and name the following emotions and associated feelings: happiness (excited, calm), sadness (lonely, upset), fear (worried, scared), anger (cross, annoyed), disgust (uncomfortable) and surprise (amazed, shocked). • To know that it is okay to experience both positive and negative emotions, and that feelings can change over time and vary in intensity (small, medium or big) depending on the situation. • To know that talking to a trusted adult or someone they trust can help when they feel worried, upset, sad or left out. • To know that resting and taking part in enjoyable activities can help improve wellbeing and support emotional regulation. • To know that being repeatedly hurt or excluded by others can affect how someone feels for the rest of the day or longer.	• To know that families are all different, and the people who care for us can show love, care and support in different ways. Spending time together can help build strong relationships, and all families sometimes disagree or argue. • To know the names of common family relationships, including mum, dad, grandparent, aunt, uncle, cousin, stepparent and carer. • To know that home should be a 'safe space' where they feel safe, and if they do not feel safe, they should tell a trusted adult, such as someone at school. • To know that friends are people who enjoy spending time together, care for one another and can help us feel happy and less lonely. Feeling lonely means feeling alone, even when other people are around. • To know that friends and family will not always agree, and that although it is okay to feel upset, cross or disappointed, it is important to pause, think and respond kindly without hurting others. Saying sorry can help to put things right. • To know that being polite, using kind words and considering other people's feelings helps build positive relationships and solve problems. • To know that everyone has different likes, dislikes, feelings, strengths and interests, and that everyone is unique, important and deserves respect. • To know that they can express what they want, need or do not like in a kind and respectful way, and can feel proud of themselves for trying their best.
Key skills	• Practising how to wash their hands properly using soap and water. • Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing). • Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump). • Choosing appropriate clothing and preparation for different weather conditions (e.g. a hat, sunglasses and sunscreen when hot). • Telling an adult when they feel unwell, tired, or hurt. • Beginning to describe common signs of illness (e.g. "My tummy hurts", "I feel dizzy"). • Identifying some emergency situations. • Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads.	• Beginning to recognise and name more emotions. • Beginning to recognise how others are feeling by examining facial expressions and body language cues. • Beginning to express why they are feeling a certain way (e.g. in response to a particular emotion or situation). • Beginning to describe how strong their feelings are using simple scales and language. • Beginning to notice when they or others might need help from a trusted adult and identifying a trusted adult to talk to if needed (e.g. teacher, TA). • Talking about things that help them feel calm or happy (e.g. playing, hugging a teddy). • Noticing when they or others feel sad, worried, left out or lonely. • Talking about how someone might feel when someone else is repeatedly unkind to them.	• Talking about and appreciating relationships, including what makes families special, how family members support each other, and why spending time together is important. • Developing positive friendships by identifying qualities of a good friend, understanding why friendships are important, and exploring simple ways to make and maintain friendships. • Communicating respectfully with others by using polite language, listening, sharing, taking turns, using appropriate voices and respecting when others say no or need space. • Expressing feelings, needs and opinions appropriately, including communicating when they disagree, asking for help, and using simple phrases such as *"I feel sad"* or *"Please stop."* • Managing disagreements and unkind behaviour by recognising when behaviour is unkind, admitting mistakes, using compromise and turn-taking, and seeking adult help when needed. • Recognising and managing their emotions, including naming their feelings and beginning to use simple calming strategies with adult support. • Developing confidence and a positive sense of self by talking about their strengths, interests and achievements, setting simple personal goals, and beginning to use positive self-talk when things are difficult.
Key vocabulary	999, dentist, doctor, emergency, first aid, germs, illness, injury, medicine, prevent, protect, serious, spread, unwell, urgent	anger, body clues, calm, disgust, emotions, face cues, fear, happiness, relax, rule, sadness, safe, surprise, trust, trusted adults, uncomfortable	fair, friendly, lonely, polite, safe, share, strengths, rust, trusted adult, unfair
	Term 4	Term 5	Term 6
Big Idea	**Growing up: How can I stay safe?**	**Citizenship: How can I help others and the environment?**	**Online world: How do we spend time online?**

Key knowledge	• To know that their body can give warning signs when something does not feel right or feels unsafe, such as feeling shaky, frozen, upset or having a funny feeling in their tummy. • To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, and that they should tell a trusted adult. • To know that some things in the home can be harmful, including medicines, cleaning products and other substances, particularly if they are not used as intended. • To know that they should never touch, taste or use something if they do not know what it is, and should ask an adult for help. • To know that 999 is the emergency number and that the emergency services include the police, fire service and ambulance service.	• To know that it is important to listen carefully to others' ideas. • To know that babies and young children need help to eat , sleep, get dressed and stay clean. • To know that different pets need looking after in different ways. • To know that everybody has a responsibility to care for the school and local environment.	• To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. • To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. • To know that too much screen time can interfere with other healthy habits. • To know that some online content is not intended or suitable for children. • To know that people can search online for information or answers to questions. • To know who trusted adults are and how to report concerns about online content or behaviour.
Key skills	• Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong". • Naming some trusted adults at home and school. • Recognising when something may be dangerous in the home. • Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. • Following simple safety rules in different settings. • Identifying some emergency situations. • Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).	• Giving reasons for their opinions. • Describing different jobs. • Explaining why babies and young children need help from adults to meet their needs. • Explaining why voting is a fair way to decide something that affects many people. • Describing some of the ways they and others help the school and local environment. • Explaining why rules are important. • Sharing their opinion and trying to persuade others.	• Recognising some occasions when they are online in their everyday life. • Identifying activities that can be done online with others and those that are done in person. • Recognising that polite behaviour in person is the same as polite behaviour online. • Recognising that screen time can distract people from doing something important. • Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). • Checking with a trusted adult before they use new apps or websites.
Key vocabulary	body clues, comfortable, danger, emergency, harm, rule, safe, trusted adult, uncomfortable, unsafe, 999	care, need, rule, safe	balance, digital device, healthy, internet, online, polite, rule, safe, screen time, trusted adult

Year 2	Term 1	Term 2	Term 3
Big Idea	**Staying safe: How can I make safe choices in different places?** **DO NOT INCLUDE NAMES OF BODY PARTS – these will be introduced in Growing Up.**	**My healthy self: How can we look after our bodies?**	**Connecting with others: How can I build safe, kind and caring relationships with others?**
Key knowledge	• To know that their body is special and belongs to them, and that the parts of their body covered by underwear are private and should not be seen or touched without their permission. • To know that their body can give warning signs when something feels unsafe or uncomfortable, and that it is never their fault if someone makes them feel uncomfortable or unsafe. • To know that a stranger is someone they do not know and that they should seek help from a trusted adult if they are approached by someone they do not know or feel unsafe. • To know how to stay safe near roads and water, including using the 'Stop, Look and Listen' rule, never entering water without adult supervision, and staying calm, floating and calling for help if they get into difficulty in water. • To know that some things in the home can be harmful, including medicines and cleaning products, and that they should never touch, taste or use something they do not recognise or use something in a way it was not intended. • To know that 999 is the emergency number and that the emergency services include the police, fire and ambulance services. • To know that they should tell a trusted adult if someone is unkind, hurts them or someone else, asks them to keep a secret that makes them uncomfortable, or makes them feel scared, worried or confused, including when this happens online.	• To know that resting, getting enough sleep and doing things they enjoy all help to support their physical health, wellbeing and learning. • To know that a good bedtime routine helps them sleep well, allowing their body and brain to rest, grow and be ready for the next day. • To know that being physically active every day, both in and out of school, helps keep their body healthy, strong and feeling good. • To know that feeling tired can affect their ability to run, play, learn and enjoy everyday activities. • To know that keeping their teeth healthy means brushing twice a day, cleaning every tooth and all tooth surfaces, limiting sugary foods and drinks, and visiting the dentist regularly. • To know that eating a balanced diet, including plenty of fruit and vegetables, helps them grow, stay healthy and have energy to learn, play and be active, and that some foods and drinks are for everyday while others are only for sometimes. • To know that drinking water helps their body work properly and keeps them hydrated.	• To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents). • To know that they can talk to a trusted adult if someone crosses a boundary. • To know that everyone has the right to say no, even to people they know. • To know that people in a community can be different from each other and this makes the community interesting and special. • To know that it is unfair to treat someone differently just because they are different from you. • To know that it is important to treat everyone with kindness and respect. • To know that differences between people are something to celebrate. • To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose'). • To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People'). • To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. • To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.
Key skills	• Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). • Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong". • Naming some trusted adults at home and school. • Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding some potential dangers associated with each. • Recognising when something may be dangerous in the home. • Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. • Following simple safety rules in different settings. • Identifying some emergency situations. • Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).	• Talking about how they feel when they have had enough sleep or not enough sleep. • Recognising when they are active and how it makes them feel. • Independently choosing active play or movement during the school day. • Recognising opportunities they have to be active outside of school. • Beginning to join in with movement breaks or rsuggest when they need one. • Explaining why it is important to brush their teeth regularly. • Demonstrating how to brush teeth using a manual or electric toothbrush. • Sorting food into basic groups (e.g. fruit, vegetables, sugary snacks, drinks). • Making simple healthy food choices (e.g. choosing water instead of juice, choosing fruit instead of sweets).	• Describing who is in their family, including the people they live with. • Discussing how families are all unique and giving some examples from their own wider family group. • Identifying some appropriate and inappropriate responses to common family disagreements. • Asking permission before touching or using someone else's belongings. • Expressing their own boundaries using simple language (e.g. "I don't like that") • Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). • Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging. • Recognising bullying behaviour in simple scenarios, including online. • Talking about how someone might feel when someone else is repeatedly unkind to them • Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong". • Naming some trusted adults at home and school.
Key vocabulary	body, body clues, danger, emergency, harm, healthy, private parts, rule, safe, safe adult, trusted adult, uncomfortable, unsafe, 999	active, dentist, five a day, exercise, healthy, healthy habits	calm, fair, family, friendly, lonely, polite, safe, share, strengths, trust, trusted adult, unfair
	Term 4	Term 5	Term 6
Big Idea	**Growing up: How can we look after and respect our bodies as we grow?** Check RSE & Health protection	**Citizenship: How do people belong to a community and earn money?**	**Online world: How do we stay safe online?**
Key knowledge	• To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique. • To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body. • To know that humans grow and change as they get older, from babies to children to teenagers to adults. • To know that growing up means becoming more independent in looking after ourselves. • To understand that their body is special and belongs to them. • To know that some parts of the body are private and that they should always respect their own and others' privacy.	• To know that different coins and notes are worth different amounts. • To know that many people earn money by having a job but income can also come from other sources.	• To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. • To know that people choose what they share online and that not everything shared online is real or true. • To know that some online is not intended or suitable for children. • To know that information shared online might be seen by a lot of people. • To know it is unsafe to share some information online. • To know that no-one should share photos or videos of someone else online without permission.

	• To know the correct names for private body parts (e.g. penis, vulva, vagina, testicles, scrotum and nipples). • To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with. • To know that physical changes to the body are a normal part of growing up and becoming an adult.		• To know who trusted adults are and how to report concerns about online content or behaviour.
Key skills	• Identifying simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discussing how they are growing and changing. • Describing things that they can do now which they could not do as a baby or toddler (e.g. feeding themselves, dressing themselves, etc). • Expressing personal boundaries using simple language (e.g. "Don't touch me there").	• Describing some different jobs. • Identifying some groups they belong to.	• Recognising some occasions when they are online in their everyday life. • Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). • Checking with a trusted adult before they use new apps or websites. • Beginning to identify when someone has shared too much information about themselves online. • Recognising when something online makes them feel scared, worried, uncomfortable or unsafe.
Key vocabulary	body, change, grow, nipples, penis, private parts, respect, scrotum, testicles, trusted adult, vagina, vulva	community, skills	digital device, internet, online, private information, rule, safe, sharing online, trusted adult, uncomfortable

Year 3	Term 1	Term 2	Term 3
Big Idea	**Staying safe: How can we prevent illness and injury and respond if they happen?**	**My healthy self: How can I take care of my mind and body?**	**Connecting with others: What helps us feel safe and included?**
Key knowledge	Coming soon!	• To know that emotions are automatic responses in the body, while feelings are the words we use to describe and interpret them, and that we can choose how to respond to our emotions. • To know a wider range of emotions and associated feelings, including happiness (confident, hopeful, proud), sadness (disappointed), fear (nervous), anger (frustrated, jealous, guilty), disgust (embarrassed) and surprise (curious). • To know that people may experience, express and respond to the same situation in different ways, that feelings can vary in intensity, and that emotions and feelings can influence thoughts, decisions and behaviour. • To know that recognising and talking about feelings early, and taking care of their mental wellbeing, can help them manage their emotions and behaviour. • To know that changes in someone's mood, behaviour or concentration (such as becoming unusually sad, quiet, angry or distracted) may show they need support, and that seeking help early from a trusted adult can make a positive difference. • To know that trusted adults, including parents, carers, teachers and other school staff, can help with worries or problems, whether they seem big or small. • To know that children of their age need around 9–12 hours of sleep each night, and that sleep and spending time outdoors both support physical health, concentration, mood and mental wellbeing. • To know that repeated bullying or unkind behaviour can have a lasting impact on someone's feelings, confidence and mental wellbeing.	• To know that families share responsibilities and support one another, and that families may face challenges but should provide love, safety and support. • To know that families come in many different forms and may show love, care and spend time together in different ways, and that all families deserve to be treated with kindness and respect. • To know that help and support are available if they experience difficulties within their family or need someone to talk to. • To know that friendships can have ups and downs, and that apologising, listening and discussing feelings can help resolve problems and maintain positive relationships. • To know that respect means treating others with kindness and fairness, and that respecting personal boundaries helps keep relationships safe and healthy. • To know that self-respect means valuing and treating yourself with kindness, and that trying new things, learning from mistakes and achieving goals can help build confidence. • To know that everyone has different strengths, interests and abilities, and that these differences should be valued and respected. • To know that bullying can be physical, verbal or online, and may target someone's appearance, beliefs, abilities or other differences, and that bullying is never acceptable.
Key skills	Coming soon!	• Using more nuanced language to describe their own and others' emotions and feelings. • Recognising changes in their body that happen with emotions (e.g. heart racing when scared). • Noticing and describing when others might be feeling strong feelings using body language, voice and actions. • Recognising when they or someone else might be struggling with feelings and knowing that this is a common experience. • Identifying who they would speak to for support about their feelings in different situations and when to do this. • Recognising habits that are conducive to a good night's sleep. • Describing how bullying can negatively affect someone's feelings and how they view themselves. • Reflecting on how people are bullied might think or feel. • Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). • Recognising and explaining some of the key benefits of being physically active.	• Explore and describe positive relationships, including ways families spend time together, support one another, and respond to challenges such as separation, moving home or bereavement. • Develop and maintain positive friendships by identifying qualities they value in friends and considering practical ways to be a kind, supportive and inclusive friend. • Manage disagreements and solve problems respectfully by analysing different situations, communicating respectfully, and using negotiation, compromise and fair solutions to resolve minor conflicts independently. • Communicate and respect personal boundaries by expressing preferences and disagreements clearly and confidently, including saying no when something makes them uncomfortable, and recognising when to seek help from a trusted adult. • Recognise and respond to uncomfortable or unsafe behaviour by identifying appropriate and inappropriate responses and taking action when someone's behaviour makes them feel uncomfortable. • Recognise and value individual differences by identifying their own strengths, skills and interests, reflecting on their achievements and progress, and developing empathy for people who may experience unfair treatment or exclusion because of their differences. • Recognise and respond to bullying, including different forms of bullying in person and online, and understand how bullying and exclusion can affect people's feelings and mental wellbeing.
Key vocabulary		active, dentist, five a day, exercise, healthy, healthy habits	behaviour, boundaries, bullying, comfortable, communicate, falling-out, family, friendship, relationship, respect, self-respect, strengths, support, unfair, value

	Term 4	Term 5	Term 6
Big Idea	**Growing up: How do we grow and change throughout our lives?** (See Yr 3 Growing up planning – not on Kapow)	**Citizenship: What rights and responsibilities do we have?**	**Online world: How should we communicate online?**
Key knowledge	• To know that humans grow and develop throughout their lives, going through different stages including baby, child, teenager, adult and older adult. • To know that babies and young children depend on adults to meet their needs, including food, water, warmth, sleep, hygiene, protection, love, comfort and affection.	• To know that rights are basic freedoms that belong to every person in the world. • To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones.	• To know the same respectful behaviours apply online as in person. • To know that online communications can make misunderstanding more likely. • To know they should only communicate online with others they know, not with strangers. • To know that bullying can happen online.

	• To know that as children grow, they gradually become more independent, developing physical, emotional, social and practical skills and taking on greater responsibility. • To know that people grow and develop at different rates and that individual differences are a normal part of growing up. • To know that animals have different life cycles and develop in different ways, with some changing significantly as they grow and others looking similar to their adult form, and that animals care for their young in different ways. • To know that growing up involves physical, emotional and social changes and that puberty is a natural part of the journey from childhood towards adulthood. • To know that changes during growing up are normal, everyone deserves respect, and it is okay to have questions or worries and talk to a trusted adult.	• To know that reducing waste is better than reusing and reusing is better than recycling. • To know that different people (e.g. adults, police, politicians) work to protect people's rights. • To know that responsibilities are things people need to do to look after themselves, other people and places. • To know that the local council is responsible for deciding how money is best spent in the local community. •	• To know that once something is shared online, even privately, they no longer have control over who sees it. • To know that even when they are speaking to friends online, they should not share private information. • To know that some apps and websites have age restrictions which are there to keep children safe. • To know how to take a screen shot or screen grab to save online information as evidence.
Key skills	• Identify, sequence and compare the different stages of human development, describing how people change physically, emotionally, socially and in their abilities as they grow. • Identify and explain the physical and emotional needs of babies and young children, including the importance of caring relationships and the responsibilities involved in meeting these needs. • Recognise and reflect on how people become more independent as they grow, including changes in what they can do and the responsibilities they take on, while recognising that people develop at different rates. • Compare and explain the life cycles of different animals, identifying similarities and differences and using evidence to describe how animals change as they grow. • Respond respectfully to differences in people's development, recognising that everyone develops at their own rate and valuing individual differences. • Ask appropriate questions and seek support about growing and changing, identifying trusted adults who can provide help when needed.	• Identifying things that can and cannot be recycled. • Explaining how reducing, reusing and recycling resources can help the environment. • Describing the local council's role in looking after the local area. • Recognising the ways in which people's rights can support and protect them.	• Identifying what the internet can be used for. • Identifying the benefits and challenges of online and in-person communication. • Communicating respectfully and appropriately in an online environment. • Recognising that disrespectful online communication can have a negative impact on others. • Identifying some types of online bullying behaviour. • Choosing whether to accept a friend request in an online game. • Recognising that some online features are not suitable for all ages. • Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.
Key vocabulary	grow, develop, life cycle, baby, child, teenager, adult, older adult, dependent, independent, needs, care, nurture, protect, comfort, responsibility, healthy, safe, develop, skills, mature, support, offspring, young, reproduce, puberty, adolescence, change, physical, emotional, social, trusted adult	budget, business, community, environment, human rights, local council, respect, responsibilities	age restriction, anonymous, block, communicate, report, respect, respectful, screenshot, trusted adult, online, internet

Year 4	Term 1	Term 2	Term 3
Big Idea	**Staying safe: What signs help me recognise what is safe or unsafe?**	**My healthy self: How can I make healthy choices?**	**Connecting with others: How can we respect each other?**
Key knowledge	• To know that their body belongs to them and they have the right to say no to touch or behaviour that makes them feel uncomfortable or unsafe, even when it comes from someone they know. • To know that someone they know or do not know may behave in an unsafe way, including ignoring their boundaries, asking them to keep secrets, offering inappropriate gifts or asking them for help, and that they should move away and tell a trusted adult. • To know that they should not share personal information with people they do not know and trust, including online, and that they should seek help if they are touched, spoken to, pressured or shown something that makes them feel uncomfortable, worried or unsafe. • To know that they can tell more than one trusted adult if the first person does not listen or act, and that they should keep telling someone until they get help. • To know how to stay safe when travelling, including recognising common road-crossing points and hazards when walking, cycling or scooting, and understanding that open water is generally more dangerous than swimming pools. • To know that household appliances and products should only be used for their intended purpose, and that medicines should only be taken as directed by a trusted adult or health professional. • To know that alcohol and smoking/vaping are harmful to the body and are illegal for children, and that when calling the emergency services, they will need to explain what has happened, where they are and which service they need.	• To know that sleep, hobbies, exercise and time with others can all help them to look after their feelings. • To know some simple ways that they can help others each day. • To know some simple healthy choices they can make to incorporate physical activity into their normal day (e.g. walking or cycling to school, taking the stairs, carrying your own bag). • To know about opportunities in their community to be physically active. • To know that some activities make their heart beat faster, their body warmer and their breathing heavier — and that this means their body is working hard and getting stronger. • To know that physical activity strengthens their heart, lungs, muscles and bones. • To know that being active helps with coordination, balance and energy levels. • To know that sitting still for long periods (e.g. lots of screen time with no breaks) is not good for their bodies and can cause low energy. • To know that a balanced diet includes a variety of food groups and that different food groups do different jobs in the body. • To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food. • To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need. • To know that they should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated. • To know that nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy and natural or less processed foods usually have more nutrients. • To know that processed foods are foods that have been changed or added to — like turning potatoes into crisps or fruit into fruit-flavoured sweets.	• To know that healthy relationships and friendships should help people feel included, valued and supported, and that everyone has the right to be treated with kindness, fairness and respect, even when they are not friends with someone. • To know that disagreements, disappointment and frustration are normal parts of relationships, and that apologising, discussing feelings, compromise and fairness can help solve problems, while violence is never an acceptable way to deal with problems. • To know that respect includes using good manners, listening to different needs and preferences, and recognising that being kind does not mean always agreeing or giving in. • To know that healthy relationships involve respecting physical, emotional and digital boundaries, and that being assertive means expressing what they think or need calmly and politely. • To know that some secrets are safe, such as surprises, but that they should tell a trusted adult about secrets or situations that make them feel worried, scared or uncomfortable. • To know that self-respect means valuing and treating themselves with kindness, and that everyone is an individual with their own background, culture, religion, beliefs, needs and preferences, rather than being defined by stereotypes. • To know that bullying can happen in person or online, that they should tell a trusted adult if they experience or witness bullying, and that they can speak to more than one trusted adult if they do not receive help. • To know that they should seek help if someone touches or speaks to them in a way that feels wrong, pressures them to do something unsafe or unwanted, or shows or tells them something that makes them feel worried or uncomfortable, including when this happens online.
Key skills	• Recognise and respect personal boundaries by understanding that different relationships have different boundaries and identifying when behaviour becomes inappropriate, overly familiar or uncomfortable. • Recognise warning signs and respond to unsafe situations by identifying feelings or behaviours that may indicate something is not safe, and practising how to say no, move away and seek help. • Identify trusted adults and sources of help in different settings, including knowing who to approach in public places and how to explain when they need support. • Apply road safety skills by safely crossing different types of roads, identifying common hazards and explaining ways to reduce risk when walking, cycling or scooting. • Apply water safety knowledge by identifying hazards in different water environments, recognising safety signs and explaining how to reduce risks around open water. • Identify and respond to safety hazards by recognising risks such as fire, electricity, household products and warning symbols, and explaining how to respond safely. • Recognise harmful and helpful substances and seek appropriate help, including identifying medicines as substances that can help when used correctly and recognising potentially harmful substances such as alcohol, cigarettes, vapes and cleaning products, as well as knowing how to contact the emergency services.	• Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful. • Reflecting on how people who are bullied might think and feel. • Identifying different ways they are regularly active during the school day and outside of school. • Recognising when they have been inactive for too long and choosing to move or be active. • Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). • Recognising and explaining some of the benefits of being physically active. • Planning a healthy lunchbox or snack. • Describing the role of different food groups and what makes for a healthy, balanced diet. • Recognising natural and processed foods and what makes them different.	• Recognise and reflect on healthy and unhealthy relationships, taking responsibility for their own actions and considering how their behaviour affects others. • Communicate respectfully with others by using appropriate manners, listening carefully, responding to requests and boundaries, and recognising how words, tone and body language can communicate respect or disrespect. • Demonstrate respectful behaviour in shared spaces by considering how their actions affect others and practising ways to share spaces fairly and considerately in different situations. • Manage emotions and respond positively to challenges by using strategies such as walking away, positive self-talk and challenging negative thoughts when experiencing frustration or disappointment. • Develop confidence and independence by setting and working towards personal goals, recognising their strengths and avoiding unhelpful comparisons with others. • Recognise and challenge unfair or unkind behaviour, including discrimination, stereotypes, exclusion and bullying, and rehearse appropriate ways to respond when they experience or witness it. • Recognise when they need support and seek appropriate help, including practising how to say no, ask for help, and identify trusted adults at home, school and in the wider community.
Key vocabulary	alcohol, boundaries, cigarettes, crossing, current, hazard, inappropriate, operator, personal space, pressure, risks, tide, vape	active, balanced diet, dehydrated, exercise, fixed mindset, growth mindset, health, hydrated, lonely, mental health, mindset, nutrients, physical health, resilience, support, trust, trusted adult	assertive, bullying, compromise, disrespect, loneliness, manners, respect, self-respect, trust, trusted adult
	Term 4	Term 5	Term 6
Big Idea	**Growing up: How will my body and emotions change as I grow up?**	**Citizenship: How can I spend money responsibly?**	**Online world: How can we decide what to trust online?**

Key knowledge	• To know that bodies change as people grow into adulthood, that these changes happen at different times and rates, and that this is a normal part of growing up. • To know that puberty can bring physical and emotional changes, including changes in feelings and mood, which can sometimes be difficult to manage. • To know that periods are a normal part of puberty for female bodies, when a small amount of blood leaves the body through the vagina, and that periods can begin unexpectedly and can be managed using products such as pads or period pants and support from a trusted adult. • To know the correct names for external body parts, including breasts, nipples, armpits, the Adam's apple, pubic hair and the scrotum, and that some parts of the body are private. • To know that their body belongs to them and they have the right to say no to touch or behaviour that makes them feel uncomfortable, including from someone they know, and that comments about someone's body can affect their self-esteem and should always be respectful. • To know that some behaviours from adults may be unsafe, such as ignoring 'no', asking them to keep secrets, offering inappropriate gifts or asking them for help instead of another adult. • To know that they should tell a trusted adult if they are worried about growing up or if someone touches or speaks to them inappropriately, pressures them to do something they do not want to do, or shows them something that worries them, including online, and that they can tell more than one trusted adult if they do not receive help.	• To know that getting value for money involves considering the cost, usefulness and quality of items. • To know that budgeting involves planning how to spend and save available money.	• To know that many everyday activities involve being online, even when it is not obvious. • To know that some apps and websites have age restrictions to keep children safe. • To know that some information online may be inaccurate or misleading.
Key skills	• Describing some physical changes in adolescence and beginning to be aware of the changes that puberty brings. • Describing some emotional changes that happen during adolescence. • Communicating personal boundaries clearly (e.g. "I'm not comfortable with that")	• TBC	• Identifying what the internet can be used for. • Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. • Recognising that some online features are not suitable for all ages. • Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult. • Questioning whether online information, including from search engines, is accurate. • Comparing several sources of information before choosing one.
Key vocabulary	boundaries, breasts, communicate, emotions, feelings, period, permission, physical changes, puberty, respect, trusted adult, uncomfortable	bank, budget, feeling, money, need, value	age-restriction, online content, reliable, search engine, search result

Year 5	Term 1	Term 2	Term 3
Big Idea	**Staying safe: How can I stay safe as I become more independent?** (See Yr 5 Staying safe planning – not on Kapow)	**My healthy self: How can I support my mind and body as I grow?**	**Connecting with others: Why are healthy relationships important?**
Key knowledge	• To know that a hazard is something that could cause harm and risk is the chance of being harmed, and that risks vary depending on the situation and can often be reduced by thinking ahead, making sensible choices and asking for help when needed. • To know that open water can be dangerous even when it looks calm, with risks including cold water, currents, depth, hidden objects and unstable edges, and that they should never enter the water to rescue someone but should seek help and use safe rescue equipment where available. • To know that road environments can change quickly and that distractions, different road users, blind spots and the type of environment can affect safety, and that cycling and scooting bring additional responsibilities. • To know that railways are dangerous environments, that tracks and railway property should only be accessed at authorised crossing points, and that trains and railway electricity can be dangerous; they should never retrieve objects from railway tracks. • To know that 999 should be used in a genuine emergency and that callers should stay calm, clearly explain what has happened and where they are, identify the service needed and follow the call handler's instructions. • To know that it is okay and important to ask for help when a situation is unsafe or beyond their ability to manage alone. • To know that drugs are substances that can affect the body or mind, that some drugs are medicines which can be helpful when used correctly, and that medicines can be harmful if misused. • To know that alcohol, tobacco and vaping products can harm health, that they should never take an unknown substance, and that they can say no, walk away and seek help from a trusted adult if they are worried about substances.	• To know that poor nutrition can contribute to tiredness, illness, low mood and long-term health problems, and that nutritional labels provide information such as calories, fat, sugar and salt to help people make informed food choices. • To know that advertising, packaging and online messages can influence food choices, but that they can make informed decisions based on what their bodies need. • To know that regular physical activity supports physical and mental health by strengthening the body, improving fitness, supporting a healthy weight, boosting mood and reducing stress, and that children their age should aim for at least 60 minutes of moderate to vigorous activity each day. • To know that moderate activity raises the heart rate and makes them slightly out of breath, while vigorous activity makes them breathe harder and sweat more, and that people can remain active in different ways throughout their lives. • To know that emotions happen automatically and can affect how they feel and behave, but that they can choose how they interpret and respond to their emotions, and that recognising and describing feelings such as happiness, sadness, fear, anger, disgust and surprise can help them manage their responses. • To know that talking openly about emotions, reflecting on their feelings and behaviour, and challenging negative thoughts can help them understand themselves and others and support their emotional wellbeing. • To know that everyone has mental health which can change over time, that spending time outdoors and making time for their emotional health can support wellbeing, and that emotions should be managed so they do not control their actions. • To know that many people experience difficulties with their mental health, that signs someone may need support can include withdrawing from others, feeling down, becoming easily upset or losing interest in things they usually enjoy, and that trusted adults, mental health professionals and confidential services such as Childline can provide support.	• To know that commitment means promising to support someone through good and difficult times, and that marriage and civil partnerships are legal commitments between two people based on love and care. • To know that families provide love, security, stability and protection, and that parents and carers guide and protect children by setting appropriate boundaries and responsibilities that may differ between families. • To know that close friendships can support happiness and mental health, while unhealthy friendships may involve controlling behaviour, frequent criticism or conflict, one-sidedness, dishonesty or unreliability, and that it is okay to end a friendship that is unhealthy or makes them unhappy. • To know that healthy relationships are built on mutual trust, respect and consent, and that people have a responsibility to consider their own needs alongside the needs and rights of others. • To know that disagreements are a normal part of relationships, but violence and aggression are never acceptable, and that managing emotional responses, using calming strategies and communicating respectfully can help resolve conflict. • To know the difference between assertive, passive, aggressive and controlling behaviour, and that they can express their needs and boundaries confidently and respectfully without ignoring the needs of others. • To know that identity includes their values, beliefs, likes, dislikes and cultural background, and that they can be kind and respectful to others while also respecting themselves and maintaining their own boundaries. • To know that they should seek help if they or someone else experiences violence, threats, harm, inappropriate behaviour, ignored boundaries or feels unsafe or unsure who to trust, including online, and that support is available from trusted adults, school procedures and services such as Childline.
Key skills	• Identify and assess hazards and risks in a range of situations, considering possible consequences and recognising when a situation may become unsafe. • Make informed and responsible decisions by evaluating information, considering different options and consequences, and making safer choices, including when under pressure. • Apply water safety skills by identifying hazards, recognising when someone may be in difficulty, knowing how to respond safely and recognising when emergency help is needed. • Apply road and railway safety skills by assessing changing environments, recognising distractions and hazards, planning safer routes, following safety signs and recognising when it is safer to wait or seek help. • Respond appropriately in emergencies by deciding when emergency help is needed, communicating clearly, giving relevant information including their location, remaining calm and following instructions. • Resist pressure and communicate assertively by saying no, walking away from unsafe situations and confidently expressing their boundaries and choices. • Seek appropriate support by recognising when a situation is beyond their ability to manage safely and identifying trusted adults or emergency services who can provide help.	• Evaluating food choices and what can influence these. • Reading basic traffic light food labels to compare sugar, salt or fat content. • Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. • Explaining what a healthy relationship with food entails (e.g. balance, variety and enjoyment without guilt). • Reflecting on how active they are each day and planning ways to move more during the week. • Recognising the difference between light, moderate and vigorous activity and giving examples of each. • Recognising and explaining the benefits of regular physical activity on both mental and physical health. • Communicating how they are feeling and why, in a clear and respectful way. • Reflecting on whether their feelings and behavioural responses were appropriate for a particular situation • Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc).	• Explore and reflect on family relationships, including how family roles, responsibilities and time spent together may change as they grow, how families show care and protection, and what contributes to positive family life. • Recognise and respect different family structures and relationships, considering how different circumstances can influence family roles and identifying when a family relationship may be unhealthy or unsafe. • Develop and maintain positive friendships by recognising their importance, considering how friendships change over time, identifying signs of unhealthy friendships and exploring ways to make new friends. • Manage disagreements and conflict constructively by communicating feelings calmly and assertively, using negotiation and compromise, avoiding blame or over-reaction, and recognising when they need to adjust their own behaviour. • Reflect on their behaviour and develop self-awareness by considering the impact of impulsive or unhelpful behaviour, identifying areas for improvement and applying learning to future situations. • Express and respect identity and boundaries by recognising what makes them unique, challenging unfairness or exclusion appropriately, and assertively responding when behaviour crosses a boundary while remaining respectful and safe. • Recognise when support is needed and seek help confidently by distinguishing between situations that they can manage themselves and those requiring support, identifying appropriate sources of help, and reporting concerns clearly to trusted adults, professionals or through school systems.
Key vocabulary	hazard, risk, consequence, prevent, responsibility, distraction, blind spot, visibility, pedestrian, junction, crossing, awareness, open water, current, depth, cold-water shock, rescue, flotation device, railway, platform, level crossing, electrified, trespass, authorised, emergency, call handler, location, casualty, incident,	active, emotions, exercise, feelings, light activity, mental health, moderate activity, nutrients, regulate, response, vigorous activity	civil partnership, commitment, influence, marriage

	substance, medicine, drug, alcohol, nicotine, addiction, dependence, pressure, influence, refusal		
	Term 4	Term 5	Term 6
Big Idea	**Growing up: How can I manage the changes to my body and emotions as I grow up?**	**Citizenship: How can we make a difference in our communities and beyond?**	**Online world: How am I influenced by what I see online?**
Key knowledge	• To know that everyone's body changes during puberty in different ways and at different times and making comments about these changes can be unkind and harmful. • To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). • To know the stage in which an individual changes from a child to an adult is called 'puberty' and it happens over time as hormones are released into the body. • To know puberty is the process of preparing the male and female bodies for reproduction as part of the human life cycle. • To know many that people find the changes during puberty difficult to manage and should be supported and treated with kindness. • To know good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. • To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable. • To know some simple ways to manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). • To know they can seek support from a trusted adult if they have questions or concerns about their changing body, relationships or growing up. • To know wet dreams and erections are natural physical changes that happen to most boys during puberty. • To know a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep. • To know an erection is when the penis becomes firmer or harder; this is temporary, and it usually goes away on its own.	• To know that setting up community groups is one way people can contribute to their community. • To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. • To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community. • To know that elections allow people to vote for a Member of Parliament to represent them in Parliament. • To know that people pay taxes to fund the Government and local spending.	• To know that specific online activities are designed for different purposes (e.g. communication, entertainment or learning). • To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. • To know that online content is often edited and carefully chosen. • To know that personal data includes information about a person, including their online behaviour and interests. • To know that apps, websites and games can collect personal data, including location information. • To know that there are steps they can take if they recognise that they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). • To know how to report concerns on different online platforms. • To know that reporting online concerns to a trusted adult is always important.
Key skills	• Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. • Describing in greater detail the emotional changes that occur during adolescence because of puberty (e.g. developing attraction and experiencing changing moods or feelings). • Describing the stages of the menstrual cycle. • Challenging behaviour that crosses personal boundaries, while staying respectful and safe.	• Describing the issues and causes they care about. • Explaining what happens when someone breaks the law. • Explaining how some people have contributed to their community and beyond. • Role-playing a local council surgery. • Explaining how they can influence what happens in Parliament.	• Recognising that online experiences can have both positive and negative effects. • Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. • Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested. • Recognising that some apps and websites have age restrictions because of their content or features. • Evaluating information that they see online, including the difference between fact and opinion. • Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).
Key vocabulary	egg, erection, genitals, hormones, hygiene, menstrual cup, period pad, period pants, self-conscious, sensitive, tampon, wet dream, womb/uterus	budget, campaign, citizen, councillor, democracy, government, influence, issue, local council, Member of Parliament, national, tax	advert, fact, influence, mislead, opinion, scam, sponsored, targeted advert

Year 6	Term 1	Term 2	Term 3
Big Idea	**Staying safe: How can I stay safe as I grow up?**	**My healthy self: How do my choices today shape my future health?**	**Connecting with others: What does it mean to stand up for myself and others?**
Key knowledge	• To know that pressure from peers or adults to keep secrets, share images or conversations, or agree to something uncomfortable is a warning sign, and that friendly behaviour such as compliments, gifts or flattery can sometimes be used to manipulate people. • To know that not everyone online is who they claim to be, and that a lack of permission or consent can indicate that a situation is unsafe. • To know that they should seek help if they experience or witness violence, threats, harm or inappropriate behaviour, feel unsafe or unsure who to trust, or are worried about someone else being harmed or treated badly, including online. • To know that roads and railways can be dangerous environments, that trains travel faster than they appear and cannot stop quickly, and that distractions such as phones, headphones and friends can increase risk. • To know that beach safety flags provide information about water conditions and that the water safety code is Stop and think, Stay together, Call 999 and Float. • To know that hazards can be physical, chemical or behavioural, that some environments carry greater risks than others, and that they can advocate for safe behaviour and resist peer pressure when others make unsafe choices. • To know the roles of different emergency services, including the coastguard, search and rescue, air ambulance and mountain rescue, and that filming or sharing emergencies can be harmful or illegal and should never replace calling for help. • To know that drugs are substances that affect how the body or mind works, that some can be helpful when used correctly, while illegal drugs and the misuse of legal substances such as alcohol, tobacco, caffeine, energy drinks and medicines can be harmful, and that some substances such as nicotine and caffeine can be addictive.	• To know that good dental hygiene, including brushing with fluoride toothpaste and flossing or using interdental brushes, helps prevent tooth decay and other dental problems, and that regular dental visits help identify problems early. • To know that poor dental health can lead to problems such as tooth decay, fillings, extractions and bad breath. • To know that eating a balanced diet supports physical and mental health, providing energy and supporting mood and concentration, and that poor nutrition can contribute to tiredness, illness, low mood and long-term health problems. • To know that nutritional labels provide information such as calories, fat, sugar and salt to help people make informed choices, that calories measure energy in food, and that advertising, packaging and online messages can influence food choices. • To know that sugary and fatty foods can be part of a balanced diet when eaten in moderation, but that sugary snacks and drinks between meals can increase the risk of tooth decay and that tiredness can influence unhealthy food choices. • To know that regular physical activity supports physical and mental health by strengthening the body, improving fitness, supporting a healthy weight, boosting mood and reducing stress, while inactivity can contribute to obesity and poorer mental wellbeing. • To know that sleep and rest help the brain and body recover, reduce stress and support mood, focus and energy, while insufficient sleep and habits such as excessive screen time, prolonged inactivity or spending too little time with others can negatively affect wellbeing. • To know that emotions happen automatically but people can choose how they interpret and respond to them, and that recognising, describing and reflecting on emotions and feelings can help them regulate their responses, understand themselves and others, and challenge negative thoughts. • To know that positive relationships, helping others and supporting people who experience bullying can improve wellbeing, belonging and confidence, and that bullying can have a negative impact on mental health both now and in the future.	• To know that healthy relationships are built on mutual trust, respect and consent, and that people have a responsibility to treat others fairly while balancing their own needs and rights with those of others. • To know that everyone has the right to set, change or withdraw boundaries and say no, and that ignoring or crossing someone's boundaries, even as a joke, can damage trust and relationships. • To know that respectful and assertive communication allows people to express their needs and boundaries while remaining kind and respectful, and that conflict should be managed without violence or aggression. • To know that people can use strategies such as slow breathing and grounding to regulate their emotional responses, and that managing emotions can help them respond thoughtfully during disagreements and difficult situations. • To know that trust is built through honest and reliable behaviour, and that people who repeatedly pressure, lie, break promises or ignore boundaries may not be trustworthy. • To know that identity includes values, beliefs, interests, likes, dislikes and cultural background, and that behaving in ways that reflect their values, developing interests and achieving goals can build self-respect, self-esteem, happiness and positive mental health. • To know that discrimination involves treating someone unfairly because of who they are, and that harmful stereotypes can limit what people believe others can do or become. • To know that bullying can seriously affect mental health and have long-term effects, that a bystander witnesses bullying while an upstander takes safe and appropriate action, and that they should seek help from a trusted adult, school or services such as Childline if they or someone else experiences or witnesses bullying, violence, harm, inappropriate behaviour or feels unsafe, including online.
Key skills	• Recognise when boundaries are being pushed or crossed in relationships, including pressure, secrecy or inappropriate behaviour, and identify their own feelings and warning signs that a situation may be unsafe. • Communicate and respond to boundaries and consent by practising how to ask for, give or refuse permission, assertively challenge unsafe behaviour and take appropriate action to stay safe. • Recognise when and how to seek help by distinguishing situations they can manage themselves from those requiring support, identifying trusted adults and other sources of help, and confidently reporting concerns in person or through appropriate systems. • Apply road and railway safety skills by identifying safe crossing points, assessing risks and applying appropriate strategies to cross safely and respond to hazards. • Assess and manage risks in different environments including open water, firework and fire situations, public transport and unfamiliar places, considering how hazards can be reduced and when greater caution is needed. • Respond appropriately to emergencies by deciding when to call 999, identifying alternative ways to seek help when it is not an emergency, and explaining why filming or sharing incidents is not an appropriate response. • Recognise and respond to peer pressure around substances by identifying situations where they may be encouraged to try harmful substances, understanding how to resist pressure and confidently practise ways to say no. • Evaluate the risks and consequences of substance use by distinguishing between legal and illegal substances, considering their potential effects on physical and mental health, and explaining how laws and age restrictions apply.	• Communicate and reflect on emotions by explaining how they feel and why, considering alternative responses and evaluating whether their thoughts, feelings and behaviours are appropriate in different situations and settings. • Select and evaluate self-care strategies by identifying which approaches support their emotional wellbeing, considering why they work and reflecting on the benefits of positive mental health. • Evaluate food choices and influences by considering what affects their decisions and using nutritional information, ingredients and food labels to make informed choices rather than relying solely on packaging or advertising. • Explain the importance of a healthy relationship with food by understanding the risks of an unhealthy diet, including obesity, tooth decay, tiredness and low mood, and recognising the importance of balance, variety and enjoyment without guilt. • Apply healthy dental care habits by explaining how brushing, flossing, reducing sugary foods and drinks, and regular dental check-ups help maintain healthy teeth and gums. • Develop healthy sleep and lifestyle routines by creating an evening routine that supports good sleep and reflecting on how sleep, screen time, hobbies and other lifestyle choices can affect energy levels and physical activity. • Recognise the impact of bullying and cyberbullying by explaining how it can affect mental wellbeing in the short and long term. • Demonstrate empathy towards others by considering how someone experiencing bullying may think and feel and identifying appropriate ways to support them.	• Analyse relationships and family dynamics, considering how different contexts can influence roles, responsibilities and relationships. • Manage conflict constructively by using calm, assertive communication, expressing feelings without blame, negotiating, compromising and recognising when to stand up for themselves or adapt their behaviour. • Apply respectful communication and behaviour across different contexts, adapting their language, manners and communication style appropriately when interacting with peers, adults and others in formal, informal, public and online settings. • Set, communicate and maintain personal boundaries, recognising when their needs or preferences conflict with those of others, balancing their own needs with others' rights and challenging boundary-crossing behaviour safely and assertively. • Develop self-awareness and positive wellbeing by recognising and celebrating their identity, reflecting on personal values, setting and working towards goals, and using strategies that support emotional wellbeing. • Identify and challenge stereotypes, discrimination and unfairness, recognising how these can appear in everyday life and using respectful and safe ways to speak up and promote inclusion. • Recognise and respond appropriately to bullying, analysing the roles of bystanders and upstanders and demonstrating safe strategies for responding to bullying in person and online. • Recognise when help is needed and access support independently, distinguishing between situations they can manage themselves and those requiring adult support, and confidently reporting concerns to trusted adults, school systems or appropriate services.

Key vocabulary	addictive, bystander, cautious, coastguard, consent, current, drugs, emergency services, hazard, illegal, legal, peer pressure, public transport, threat, upstander, violence	active, bullying, calories, dental hygiene, fixed mindset, flossing, growth mindset, long-term, mental health, mindset, nutrients, regulate, resilience, self-esteem, short-term, support, tooth decay	bystander, consent, discrimination, empathy, self-esteem, stereotype, threat, upstander
	Term 4	Term 5	Term 6
Big Idea	**Growing up: How do people become parents and carers?**	**Citizenship: How can we protect everyone's rights?**	**Online world: How do I feel about the things I see online?**
Key knowledge	• To know reproduction happens when a sperm and egg join together to make a baby, usually through sexual intercourse (sex). • To know pregnancy begins when a fertilised egg grows in the uterus. • To know a baby develops in the uterus for approximately nine months. • To know birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. • To know there are different ways people can become parents, including IVF and adoption. • To know that babies need constant care and attention. • To know becoming a parent involves significant responsibility, time and support. • To know the legal age for sexual intercourse in the UK is 16, although many people choose to wait until they are older.	• TBC	• To know that specific online activities are designed for different purposes (e.g. communication, entertainment or learning). • To know that online content is often edited and carefully chosen. • To know there are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). • To know how to report concerns on different online platforms. • To know reporting online concerns to a trusted adult is always important.
Key skills	• Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. • Describing how a baby is conceived and born. • Asking questions about conception and birth in a respectful and appropriate way.	• TBC	• Recognising that online experiences can have both positive and negative effects. • Recognising the effect of online interactions on personal wellbeing. • Recognising that changes in mood or self-esteem may be linked to time spent online. • Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. • Recognising a wide range of bullying and harassment behaviours online and their impact. • Recognising that some apps and websites have age restrictions because of their content or features. • Evaluating information that they see online, including the difference between fact and opinion. • Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).
Key vocabulary	conception, consent, ovary, pregnant, sexual intercourse, sperm	TBC	harmful, online bullying, online reputation, realistic, unrealistic, upstander