

# Primary RSHE Audit Tool

## Table showing the relationship between the RSHE statutory guidance, the PSHE Association programme of study and the Sheffield primary RSHE curriculum

We recommend using this document to identify where each part of the statutory guidance is taught.  
N.B. Many of the objective are covered more than once in each phase

| DfE Statutory guidance from September 2020                                                             |                                                                                                    | Link to PSHE Association programme of study 2020                                                                                  |                                                                                   | DfE non-statutory guidance                                                                                                                                                |                                          | Covered in Sheffield Primary RSHE Curriculum in these units |                                                                                                                                                                                   |  |
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| RSHE Guidance                                                                                          | KS1 PSHE Association reference                                                                     | KS2 PSHE Association reference                                                                                                    | Citizenship KS1                                                                   | Citizenship KS2                                                                                                                                                           | KS1                                      | LKS2                                                        | UKS2                                                                                                                                                                              |  |
| Families and people who care for me (FAM)                                                              |                                                                                                    |                                                                                                                                   |                                                                                   |                                                                                                                                                                           |                                          |                                                             |                                                                                                                                                                                   |  |
| That families are important for children growing up because they can give love, security and stability | R2. to identify the people who love and care for them and what they do to help them feel cared for | R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another | 2f. that they belong to various groups and communities, such as family and school | 4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships | <a href="#">Fa1) Who's in my family?</a> | <a href="#">C2) Where do you feel like you belong?</a>      | <a href="#">Fa1) Why do some people get married?</a><br><br><a href="#">Fa2) Are families ever perfect?</a><br><br><a href="#">Fa3) Is there such a thing as a normal family?</a> |  |

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| <p>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.</p> | <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R4. to identify common features of family life</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> | <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> | <p>4d. that family and friends should care for each other</p> | <p>4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>4g. where individuals, families and groups can get help and support.</p> <p>5h. find information and advice (for example, through helplines; by understanding about welfare systems in society)</p> | <p><a href="#">Fa1) Who's in my family?</a></p> <p><a href="#">Fa3) How should families treat each other?</a></p> | <p><a href="#">Fa2) Are all families like mine?</a></p> | <p><a href="#">Fa1) Why do some people get married?</a></p> <p><a href="#">Fa2) Are families ever perfect?</a></p> <p><a href="#">Fa3) Is there such a thing as a normal family?</a></p> |
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| <p>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.</p> | <p>R3. about different types of families including those that may be different to their own</p> | <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> | <p>1a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong</p> <p>1b. to share their opinions on things that matter to them and explain their views</p> | <p>4f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> | <p><a href="#">Fa6) Are all families the same?</a></p> <p><a href="#">C3) What makes a boy or a girl?</a></p> | <p><a href="#">Fa2) Are all families like mine?</a></p> <p><a href="#">Fr2) Are all friends the same?</a></p> <p><a href="#">C2) Where do you feel like you belong?</a></p> | <p><a href="#">Fa1) Why do people get married?</a></p> <p><a href="#">C3) What should I do if I encounter prejudice?</a></p> <p><a href="#">M4) Who am I?</a></p> |
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| 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. | <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> | <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> |  |  | <p><a href="#">Fa1) Who's in my family?</a></p> <p><a href="#">Fa3) How should families treat each other?</a></p> <p><a href="#">Fa6) Are all families the same?</a></p> | <p><a href="#">C1) How do we make the world fair?</a></p> <p><a href="#">C2) Where do you feel like you belong?</a></p> | <a href="#">Fr1) What makes a close friend?</a> |
| That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.                                  | R4. to identify common features of family life                                                                                                                                                                                                                                                                      | R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  | <a href="#">Fa1) Who's in my family?</a>                                                                                                                                 | N/A                                                                                                                     | <a href="#">Fa1) Why do people get married?</a> |

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|                                                                                                                                        |                                                                                                                                | <p>intended to be lifelong</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>                                                                                                                |  |  |                                                                                                                     |                                                               |                                                                                                               |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried | <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> |  |  | <p><a href="#">Fa3) How should families treat each other?</a></p> <p><a href="#">Fa4) When should I say no?</a></p> | <p><a href="#">Fa1) Do Families always stay the same?</a></p> | <p><a href="#">Fa1) Why do people get married?</a></p> <p><a href="#">Fa2) Are families ever perfect?</a></p> |

## Caring friendships (CF)

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| How important friendships are in making us feel happy and secure, and how people choose and make friends.                                                                                                        | R6. about how people make friends and what makes a good friendship               | R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing                                                                                                                                                              |  | 4c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships | <a href="#">Fr2) What makes a good friend?</a> | <a href="#">Fr1) What makes a good friend?</a> | <a href="#">Fr2) Should I try and fit in with my friends?</a>                                                                    |
| The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | R6. about how people make friends and what makes a good friendship               | R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships |  | 4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view                             | <a href="#">Fr2) What makes a good friend?</a> | <a href="#">Fr1) What makes a good friend?</a> | <a href="#">Fr1) What makes a close friend?</a>                                                                                  |
| That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.                                                                                              | R7. about how to recognise when they or someone else feels lonely and what to do | R13. the importance of seeking support if feeling lonely or excluded<br><br>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them                                                                      |  | 4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view                             | <a href="#">Fr2) What makes a good friend?</a> | <a href="#">Fr2) Are all friends the same?</a> | <a href="#">Fr3) Should friends tell us what to do?</a><br><br><a href="#">Fr6) How do I accept my friends for who they are?</a> |

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| 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.                                              | R8. simple strategies to resolve arguments between friends positively                                                                      | R16. how friendships can change over time, about making new friends and the benefits of having different types of friends                              |                                                                              | 4a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view                                              | <a href="#">Fr2) What makes a good friend?</a><br><br><a href="#">Fr3) Should friends tell us what to do?</a><br><br><a href="#">Fr4) How do we stop bullying?</a> | <a href="#">Fr3) Are friendships always fun?</a>                                                           | <a href="#">Fr4) Why are some people unkind?</a>                                                                             |
| 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. | R9. how to ask for help if a friendship is making them feel unhappy                                                                        | R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary |                                                                              |                                                                                                                                                                                            | <a href="#">Fr2) What makes a good friend?</a><br><br><a href="#">Fr3) Should friends tell us what to do?</a>                                                      | <a href="#">Fr3) Are friendships always fun?</a>                                                           | <a href="#">Fr2) Should I try and fit in with my friends?</a><br><br><a href="#">Fr3) Should friends tell us what to do?</a> |
| <b>Respectful relationships (RR)</b>                                                                                                                                                                                                      |                                                                                                                                            |                                                                                                                                                        |                                                                              |                                                                                                                                                                                            |                                                                                                                                                                    |                                                                                                            |                                                                                                                              |
| The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or                                                                                                   | H22. to recognise the ways in which we are all unique<br><br>R23. to recognise the ways in which they are the same and different to others | R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g.                        | 4c. to identify and respect the differences and similarities between people; | 1c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action<br><br>2i. to appreciate the range of national, regional, | <a href="#">Fa6) Are all families the same?</a><br><br><a href="#">C1) How do we make a happy school?</a>                                                          | <a href="#">Fa2) Are all families like mine?</a><br><br><a href="#">C1) How do we make the world fair?</a> | <a href="#">Fr5) What are stereotypes?</a><br><br><a href="#">Fr6) How do I accept my friends for who they are?</a>          |

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| backgrounds), or make different choices or have different preferences or beliefs.                              | <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> | <p>physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> | <p>5f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)</p>    | <p>religious and ethnic identities in the United Kingdom</p> <p>4b. to think about the lives of people living in other places and times, and people with different values and customs</p> <p>5g. consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)</p> | <p><a href="#">C2) Who lives in my neighbourhood?</a></p> | <p><a href="#">C2) Where do you feel like you belong?</a></p> <p><a href="#">C3) How can we help the people around us?</a></p>    | <p><a href="#">C1) What is prejudice?</a></p> <p><a href="#">C2) What is the history of prejudice?</a></p> <p><a href="#">C3) What should I do if I encounter prejudice?</a></p> |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships. | <p>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p>                                                                              | <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>                                                                                                                                                                                                                                                                                                               | <p>2a. to take part in discussions with one other person and the whole class</p> <p>2b. to take part in a simple debate about topical issues</p> | <p>1a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society</p> <p>2a. to research, discuss and debate topical issues, problems and events</p>                                                                                                                                                                        | <p><a href="#">Fr2) What makes a good friend?</a></p>     | <p><a href="#">Fa2) Are all families like mine?</a></p> <p><a href="#">Fa3) How should we treat people who are different?</a></p> | <p><a href="#">Fr2) Should I try and fit in with my friends?</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">C1) What is</a></p>           |

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|  |  | <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> | <p>2d. to agree and follow rules for their group and classroom, and understand how rules help them</p> <p>5a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)</p> <p>5d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)</p> |  |  | <p><a href="#">Fr3) Are friendships always fun?</a></p> <p><a href="#">C2) Where do you feel like you belong?</a></p> | <p><a href="#">prejudice?</a></p> <p><a href="#">C2) What is the history of prejudice?</a></p> <p><a href="#">C3) What should I do if I encounter prejudice?</a></p> |
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| <p>The conventions of courtesy and manners.</p>                                  | <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p>                                                                                                                                       | <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>                                                                                                                                                                                                               | <p>4a. to recognise how their behaviour affects other people</p> <p>4b. to listen to other people, and play and work cooperatively</p> <p>5e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)</p> |                                                                                                                                                                                              | <p><a href="#">Fr2) What makes a good friend?</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p>                                                                                             | <p><a href="#">Fa3) How should we treat people who are different?</a></p> <p><a href="#">Fr2) Are all friends the same?</a></p> <p><a href="#">C1) How do we make the world fair?</a></p> | <p><a href="#">Fa3) Is there such a thing as a normal family?</a></p> <p><a href="#">Fr5) What are stereotypes?</a></p> <p><a href="#">Fr6) How do I accept my friends for who they are?</a></p> <p><a href="#">C1) What is prejudice?</a></p> <p><a href="#">M4) Who am I?</a></p> |
| <p>The importance of self-respect and how this links to their own happiness.</p> | <p>H21. to recognise what makes them special</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> | <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> | <p>5b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)</p>                                                                                                                        | <p>1b. Cto recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> | <p><a href="#">Fr2) What makes a good friend?</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">C3) What makes a boy or a girl?</a></p> <p><a href="#">M2) Who am I?</a></p> | <p><a href="#">Fr1) What makes a good friend?</a></p> <p><a href="#">Os3) Friendship Online</a></p>                                                                                       | <p><a href="#">Fr1) What makes a close friend?</a></p> <p><a href="#">Fr5) What are stereotypes?</a></p> <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p> <p><a href="#">M4) Who am</a></p>            |

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|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                        | L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                            |  |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              | <a href="#">I?</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 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. | <p>H22. to recognise the ways in which we are all unique</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> | <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing,</p> | <p>2h. to contribute to the life of the class and school</p> <p>5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p> |  | <p><a href="#">Fa6) Are all families the same?</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">C1) How do we make a happy school?</a></p> <p><a href="#">C2) Who lives in my neighbourhood?</a></p> | <p><a href="#">Fr1) What makes a good friend?</a></p> <p><a href="#">Os3) Friendship Online</a></p> <p><a href="#">C1) How do we make the world fair?</a></p> <p><a href="#">C2) Where do you feel like you belong?</a></p> <p><a href="#">C3) How can we help the people around us?</a></p> | <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">C1) What is prejudice?</a></p> <p><a href="#">C2) What is the history of prejudice?</a></p> <p><a href="#">C3) What should I do if I encounter prejudice?</a></p> <p><a href="#">C4) How can I be a great citizen?</a></p> <p><a href="#">C5b) How should I spend my money?</a></p> <p><a href="#">C6) Who belongs in our country?</a></p> <p><a href="#">C7) What does it mean</a></p> |

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|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>recycling; food choices)</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>                                                                                                                                                                                                                                                                               |                                                                                                                                       |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                               |                                                                                                                                                                                                                                                              | <p><a href="#">to be British?</a></p> <p><a href="#">Os1) Control and consent</a></p>                                                                                                                                                                                                                                                                                                                                |
| <p>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.</p> | <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> | <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel</p> | <p>4e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p> | <p>2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</p> <p>4d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</p> | <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">Fr4) How do we stop bullying?</a></p> <p><a href="#">C1) How do we make a happy school?</a></p> | <p><a href="#">Fr1) What makes a good friend?</a></p> <p><a href="#">Fr2) Are all friends the same?</a></p> <p><a href="#">Fr3) Are friendships always fun?</a></p> <p><a href="#">Os2) Sharing Online</a></p> <p><a href="#">Os3) Friendship Online</a></p> | <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">Fr4) Why are some people unkind?</a></p> <p><a href="#">Fr6) How do I accept my friends for who they are?</a></p> <p><a href="#">C1) What is prejudice?</a></p> <p><a href="#">C2) What is the history of prejudice?</a></p> <p><a href="#">C3) What should I do if I encounter prejudice?</a></p> <p><a href="#">Os1) Control</a></p> |

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|                                                                                   |                                               | uncomfortable and strategies for managing this                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                    |                                                                                                                                                                                         | <a href="#">and consent</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| What a stereotype is, and how stereotypes can be unfair, negative or destructive. | L4. about the different groups they belong to | <p>R21. about discrimination: what it means and how to challenge it</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways</p> |  | <p>2c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</p> <p>2e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</p> <p>4b. to think about the lives of people living in other places and times, and people with different values and customs</p> <p>4e. to recognise and challenge stereotypes;</p> | <a href="#">C2) Who lives in my neighbourhood?</a> | <p><a href="#">Fa2) Are all families like mine?</a></p> <p><a href="#">Fa3) How should we treat people who are different?</a></p> <p><a href="#">Fr2) Are all friends the same?</a></p> | <p><a href="#">Fa3) Is there such a thing as a normal family?</a></p> <p><a href="#">Fr5) What are stereotypes?</a></p> <p><a href="#">Os6) Bias</a></p> <p><a href="#">Os7) Echo Chambers</a></p> <p><a href="#">C1) What is prejudice?</a></p> <p><a href="#">C2) What is the history of prejudice?</a></p> <p><a href="#">C3) What should I do if I encounter prejudice?</a></p> <p><a href="#">C4) How can I be a great citizen?</a></p> <p><a href="#">C6) Who belongs in our country?</a></p> <p><a href="#">C7) What does it mean</a></p> |

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|                                                                                                         |                                                                                                                                                                                                | <p>of responding to it if witnessed or experienced</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |  | <a href="#">to be British?</a>                                                                                                                                                                                                                   |
| <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> | <p>R15. how to respond safely to adults they don't know</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> | <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R26. about seeking and giving permission (consent) in different situations</p> |  | <p>2d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</p> <p>3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>4g. where individuals, families and groups can get help and support.</p> | <p><a href="#">Fa4) When should I say no?</a></p> <p><a href="#">Fa5) Who owns my body? I do!</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">Os2) Personal information (S1)</a></p> <p><a href="#">Os3) Online strangers (P1)</a></p> |  | <p><a href="#">Fa2) Are families ever perfect?</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">Os1) Control and consent</a></p> <p><a href="#">Sx2) <b>Optional</b> lessons on sexual reproduction</a></p> |

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| ## Not covered in the RSHE Curriculum | <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>2e. to realise that people and other living things have needs, and that they have responsibilities to meet them</p> <p>2g. what improves and harms their local, natural and built environments and about some of the ways people look after them</p>                                                                                                                                                                                               | <p>2h. to recognise the role of voluntary, community and pressure groups</p>                                                                                                                                                                                                       |  |                                                                                                                            |                                                               |
|                                       |                                                                                                                                                                                            | <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and</p> | <p>5c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from')</p> <p>5g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</p> | <p>2b. why and how rules and laws are made and enforced, why different rules are needed in different situations and <b>how to take part in making and changing rules</b></p> <p>2g. what democracy is, and about the basic institutions that support it locally and nationally</p> |  | <p><a href="#">C1) How do we make the world fair?</a></p> <p><a href="#">C3) How can we help the people around us?</a></p> | <p><a href="#">C6) What makes us feel like we belong?</a></p> |

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|  |                                                                                                                                                                                                                                                                                  | <p>concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L7. to value the different contributions that people and groups make to the community</p> |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                |  |  |                                                                                                              |
|  | <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be</p> | <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>                                                         | <p>2i. to realise that money comes from different sources and can be used for different purposes.</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money</p> | <p>1f. to look after their money and realise that future wants and needs may be met through saving.</p> <p>2j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>5d. make real choices and decisions (for example, about issues affecting</p> |  |  | <p><a href="#">C5a) Why is money important?</a></p> <p><a href="#">C5b) How should I spend my money?</a></p> |

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|  | <p>able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> | <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p>                                  | <p>can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>                                                                                                                                                                                                                                                                                              | <p>their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</p>  |  |  |  |
|  |                                                                                                                        | <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> | <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others</p> | <p>1e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p> |  |  |  |

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|  |  |  | <p>and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers<br/>e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> |  |  |  |  |
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## Being safe (BS)

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| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> | <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R22. about privacy and personal</p> | 2c. to recognise choices they can make, and recognise the difference between right and wrong | <p>3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>3f. that pressure to behave in an</p> | <p><a href="#">Fa4) When should I say no?</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p> | <p><a href="#">Os1) Online strangers</a></p> <p><a href="#">Os2) Sharing Online</a></p> <p><a href="#">Os3) Friendship Online</a></p> | <p><a href="#">Fr1) What makes a close friend?</a></p> <p><a href="#">Fr2) Should I try and fit in with my friends?</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p> |
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|                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                          | boundaries; what is appropriate in friendships and wider relationships (including online);                                                                                                                                |  | unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong     |                                                                                                                                                                  |                                                                                                                                | <a href="#">Os1) Control and consent</a><br><br><a href="#">Os3) Meeting strangers online</a>                                                                                                                                   |
| 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. | <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> | R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret |  |                                                                                                                                                                                   | <a href="#">Fa3) How should families treat each other?</a><br><br><a href="#">Fa4) When should I say no?</a><br><br><a href="#">Fa5) Who owns my body? I do!</a> | <a href="#">Os2) Sharing Online</a><br><br><a href="#">Os4) Personal Information</a>                                           | <a href="#">Fa2) Are families ever perfect?</a><br><br><a href="#">Os2) Protecting our identity</a><br><br><a href="#">Os3) Meeting strangers online</a><br><br><a href="#">Os4) Personal Information, terms and conditions</a> |
| That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                                | R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private                                                                                                                                                                                                                                       | R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact                                                                               |  | 3e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is | <a href="#">Fa3) How should families treat each other?</a><br><br><a href="#">Fa4) When should I say</a>                                                         | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a><br><br><a href="#">Os3) Friendship Online</a> | <a href="#">Fa2) Are families ever perfect?</a><br><br><a href="#">Fr3) Should friends tell us what to do?</a><br><br><a href="#">Os1) Control</a>                                                                              |

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|                                                                                                                                 | R16. about how to respond if physical contact makes them feel uncomfortable or unsafe                                                                                                                                                                                                     | H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk3 |  | acceptable or unacceptable<br><br>f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong | <a href="#">no?</a><br><br><a href="#">Fa5) Who owns my body? I do!</a>                                      | <a href="#">Os4) Personal Information</a>                                        | <a href="#">and consent</a><br><br><a href="#">Sx2) <b>Optional</b> lessons on sexual reproduction</a>                                               |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | R14. that sometimes people may behave differently online, including by pretending to be someone they are not<br>R15. how to respond safely to adults they don't know<br>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe | R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know                      |  |                                                                                                                                                                                                                                                  | <a href="#">Os3) Online strangers (P1)</a><br><br><a href="#">C2) Who lives in my neighbourhood?</a>         | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a> | <a href="#">Os1) Control and consent</a><br><br><a href="#">Os3) Meeting strangers online</a>                                                        |
| How to recognise and report feelings of being unsafe or feeling bad about any adult.                                            | R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard                                                                                                | R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)                            |  |                                                                                                                                                                                                                                                  | <a href="#">Fa3) How should families treat each other?</a><br><br><a href="#">Fa4) When should I say no?</a> | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a> | <a href="#">Fr4) Why are some people unkind?</a><br><br><a href="#">Os1) Control and consent</a><br><br><a href="#">Os2) Protecting our identity</a> |

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|                                                                                                  |                                                                                                                                                                                            |                                                                                                                                                                                                                                                     |  |  | <a href="#">Fa5) Who owns my body? I do!</a><br><br><a href="#">Os3) Online strangers (P1)</a>                                                                                                                     |                                                                                  | <a href="#">Os3) Meeting strangers online</a>                                                                                                                                                             |
| How to ask for advice or help for themselves or others, and to keep trying until they are heard. | R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard | R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)                                                                                                                        |  |  | <a href="#">Fa3) How should families treat each other?</a><br><br><a href="#">Fa4) When should I say no?</a><br><br><a href="#">Fa5) Who owns my body? I do!</a><br><br><a href="#">Os3) Online strangers (P1)</a> | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a> | <a href="#">Fr4) Why are some people unkind?</a><br><br><a href="#">Os1) Control and consent</a><br><br><a href="#">Os2) Protecting our identity</a><br><br><a href="#">Os3) Meeting strangers online</a> |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so.              | R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard | R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)<br>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or |  |  | <a href="#">Fa3) How should families treat each other?</a><br><br><a href="#">Fa4) When should I say no?</a><br><br><a href="#">Fa5) Who owns my</a>                                                               | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a> | <a href="#">Fr4) Why are some people unkind?</a><br><br><a href="#">Os1) Control and consent</a><br><br><a href="#">Os2) Protecting our identity</a><br><br><a href="#">Os3) Meeting strangers</a>        |

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|                                                                                      |                                                                                                                                                                                            | someone they know might be at risk3                                                                                          |                                                                                                        |                                                                                                                     | <a href="#">body? I do!</a><br><a href="#">Os3) Online strangers (P1)</a>                                                                                                                              |                                                                                                                     | <a href="#">online</a>                                                                                                                                                                        |
| Where to get advice e.g. family, school and/or other sources.                        | R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard | R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) | 5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.) | 5h. find information and advice (for example, through helplines; by understanding about welfare systems in society) | <a href="#">Fa3) How should families treat each other?</a><br><a href="#">Fa4) When should I say no?</a><br><a href="#">Fa5) Who owns my body? I do!</a><br><a href="#">Os3) Online strangers (P1)</a> | <a href="#">Os1) Online strangers</a><br><a href="#">Os2) Sharing Online</a>                                        | <a href="#">Fr4) Why are some people unkind?</a><br><a href="#">Os1) Control and consent</a><br><a href="#">Os2) Protecting our identity</a><br><a href="#">Os3) Meeting strangers online</a> |
| <b>Internet safety and harms (IS)</b>                                                |                                                                                                                                                                                            |                                                                                                                              |                                                                                                        |                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                     |                                                                                                                                                                                               |
| That for most people the internet is an integral part of life and has many benefits. | L7. about how the internet and digital devices can be used safely to find things out and to communicate with others<br><br>L8. about the role of the internet in everyday life             | L11. recognise ways in which the internet and social media can be used both positively and negatively                        |                                                                                                        |                                                                                                                     | <a href="#">Os1) Screen time (L1)</a>                                                                                                                                                                  | <a href="#">Os2) Sharing Online</a><br><a href="#">Os3) Friendship Online</a><br><a href="#">Os5) Digital Media</a> | <a href="#">Os1) Control and consent</a><br><br><a href="#">Os8) Does the internet make us happy?</a>                                                                                         |

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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. | L8. about the role of the internet in everyday life                                                                                                                                                             | L11. recognise ways in which the internet and social media can be used both positively and negatively                                     |  |  | <a href="#">Os1) Screen time (L1)</a>                                                            | <a href="#">Os2) Sharing Onlinen</a><br><br><a href="#">Os5) Digital Media</a><br><br><a href="#">Os6) Verifying content and echo chambers</a>                                  | <a href="#">Os8) Does the internet make us happy?</a>                                                                                                                    |
| 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.                                | H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images |  |  | <a href="#">Os2) Personal information (S1)</a><br><br><a href="#">Os3) Online strangers (P1)</a> | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a><br><br><a href="#">Os3) Friendship Online</a><br><br><a href="#">Os4) Personal Information</a> | <a href="#">Os1) Control and consent</a><br><br><a href="#">Os4) Personal Information, terms and conditions</a>                                                          |
| Why social media, some computer games and online gaming, for example, are age restricted.                                                                                                                                 | H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images |  |  | <a href="#">OOs2) Personal information (S1)</a>                                                  | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a><br><br><a href="#">Os3) Friendship Online</a><br><br><a href="#">Os4) Personal Information</a> | <a href="#">Os2) Protecting our identity</a><br><br><a href="#">Os3) Meeting strangers online</a><br><br><a href="#">Os4) Personal Information, terms and conditions</a> |

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|                                                                                                                                                                         |                                                  |                                                                                                                                                                                                                                                                                                                                       |  |                                                  |                                                                                                                                                    |                                                                                                                                                                                        | <a href="#">Os8) Does the internet make us happy?</a>                                                                                                                                       |
| 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. | L9. that not all information seen online is true | <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> |  |                                                  | <p><a href="#">Os2) Personal information (S1)</a></p> <p><a href="#">Os3) Online strangers (P1)</a></p> <p><a href="#">Os4) Fake News (N1)</a></p> | <p><a href="#">Os1) Online strangers</a></p> <p><a href="#">Os2) Sharing Online</a></p> <p><a href="#">Os3) Friendship Online</a></p> <p><a href="#">Os4) Personal Information</a></p> | <p><a href="#">Os1) Control and consent</a></p> <p><a href="#">Os3) Meeting strangers online</a></p> <p><a href="#">Os8) Does the internet make us happy?</a></p>                           |
| How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.   | L9. that not all information seen online is true | <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p>                                                                 |  | 2k. to explore how the media present information | <a href="#">Os4) Fake News (N1)</a>                                                                                                                | <p><a href="#">Os4) Personal Information</a></p> <p><a href="#">Os5) Digital Media</a></p> <p><a href="#">Os6) Verifying content and echo chambers</a></p>                             | <p><a href="#">Os5) Analysing Digital Media</a></p> <p><a href="#">Os6) Bias</a></p> <p><a href="#">Os7) Echo Chambers</a></p> <p><a href="#">Os8) Does the internet make us happy?</a></p> |

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|                                                                      |                                                                                                                                                                                                                              | <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> |  |  |                                            |                                                                                     |                                                                                                                                                   |
| Where and how to report concerns and get support with issues online. | <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>H34. basic rules to keep safe online,</p> | <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>L15. recognise things appropriate to share</p>                                                                                                               |  |  | <a href="#">Os3) Online strangers (P1)</a> | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os3) Friendship Online</a> | <a href="#">Os1) Control and consent</a><br><br><a href="#">Os2) Protecting our identity</a><br><br><a href="#">Os3) Meeting strangers online</a> |

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|                                                                                                      | including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | and things that should not be shared on social media; rules surrounding distribution of images                                                                                                                                                                                                                                                                                               |  |  |                                            |                                                                                                                                                                                 |                                                                                               |
| <b>Online relationships (OR)</b>                                                                     |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                                            |                                                                                                                                                                                 |                                                                                               |
| That people sometimes behave differently online, including by pretending to be someone they are not. | R14. that sometimes people may behave differently online, including by pretending to be someone they are not                                                              | <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> |  |  | <a href="#">Os3) Online strangers (P1)</a> | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a><br><br><a href="#">Os3) Friendship Online</a><br><br><a href="#">Os4) Personal Information</a> | <a href="#">Os1) Control and consent</a><br><br><a href="#">Os3) Meeting strangers online</a> |

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|                                                                                                                                                                                 |                                                                                                                                                                                                                   | L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation                                                                                                                                                                                                                                                   |  |  |                                                                                                         |                                                                                                                                                                                 |                                                                                                              |
| That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. | R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult | <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> |  |  | <p><a href="#">Os2) Personal information (S1)</a></p> <p><a href="#">Os3) Online strangers (P1)</a></p> | <p><a href="#">Os1) Online strangers</a></p> <p><a href="#">Os2) Sharing Online</a></p> <p><a href="#">Os3) Friendship Online</a></p> <p><a href="#">Os5) Digital Media</a></p> | <p><a href="#">Os1) Control and consent</a></p> <p><a href="#">Os8) Does the internet make us happy?</a></p> |

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|                                                                                                                                       |                                                                                                                                                                                                   | <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> |  |  |                                                                                                         |                                                                                                                                                                                        |                                                                                                                                                                                                                                 |
| <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> | <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> | <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L16. about how text and images in the</p>                                                 |  |  | <p><a href="#">Os2) Personal information (S1)</a></p> <p><a href="#">Os3) Online strangers (P1)</a></p> | <p><a href="#">Os1) Online strangers</a></p> <p><a href="#">Os2) Sharing Online</a></p> <p><a href="#">Os3) Friendship Online</a></p> <p><a href="#">Os4) Personal Information</a></p> | <p><a href="#">Os1) Control and consent</a></p> <p><a href="#">Os2) Protecting our identity</a></p> <p><a href="#">Os3) Meeting strangers online</a></p> <p><a href="#">Os4) Personal Information, terms and conditions</a></p> |

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|                                                                                                                                                             |                                                                                                                                                                                                                 | media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation                                                                                |  |  |                                                                                           |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | R15. how to respond safely to adults they don't know                                                                                                                                                            | R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know                                                                                     |  |  | <a href="#">Os3) Online strangers (P1)</a><br><br><a href="#">Os4) Fake News (N1)</a>     | <a href="#">Os1) Online strangers</a><br><br><a href="#">Os2) Sharing Online</a><br><br><a href="#">Os3) Friendship Online</a><br><br><a href="#">Os4) Personal Information</a><br><br><a href="#">Os6) Verifying content and echo chambers</a> | <a href="#">Os1) Control and consent</a><br><br><a href="#">Os3) Meeting strangers online</a><br><br><a href="#">Os5) Analysing Digital Media</a><br><br><a href="#">Os6) Bias</a><br><br><a href="#">Os7) Echo Chambers</a> |
| How information and data is shared and used online.                                                                                                         | H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | L13. about some of the different ways information and data is shared and used online, including for commercial purposes<br><br>L14. about how information on the internet is ranked, selected and targeted at specific |  |  | <a href="#">Os2) Personal information (S1)</a><br><br><a href="#">Os4) Fake News (N1)</a> | <a href="#">Os4) Personal Information</a><br><br><a href="#">Os5) Digital Media</a><br><br><a href="#">Os6) Verifying content and echo chambers</a>                                                                                             | <a href="#">Os4) Personal Information, terms and conditions</a><br><br><a href="#">Os5) Analysing Digital Media</a><br><br><a href="#">Os6) Bias</a><br><br><a href="#">Os7) Echo</a>                                        |

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|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                              | individuals and groups; that connected devices can share information                                                      |                                                                       |                                                                                                |                                                                                                               |                                                                                                               | <a href="#">Chambers</a>                                                                                                                                                  |
| <b>Mental wellbeing (MW)</b>                                                                                                                                                                                 |                                                                                                                                                                                                                                                              |                                                                                                                           |                                                                       |                                                                                                |                                                                                                               |                                                                                                               |                                                                                                                                                                           |
| That mental wellbeing is a normal part of daily life, in the same way as physical health.                                                                                                                    | <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p>                                                   | H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health |                                                                       |                                                                                                | <a href="#">M1) Where do feelings come from?</a>                                                              | <p><a href="#">M1) How do I manage my feelings?</a></p> <p><a href="#">M2) Are we happy all the time?</a></p> | <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p>                                             |
| 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. | <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>L14. that everyone has different strengths</p> | H17. to recognise that feelings can change over time and range in intensity                                               | 1c. to recognise, name and deal with their feelings in a positive way | 2f. to resolve differences by looking at alternatives, making decisions and explaining choices | <p><a href="#">M1) Where do feelings come from?</a></p> <p><a href="#">M3) What helps me to be happy?</a></p> | <p><a href="#">M1) How do I manage my feelings?</a></p> <p><a href="#">M2) Are we happy all the time?</a></p> | <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p> <p><a href="#">M3) Why do we argue?</a></p> |

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| 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. | <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p>                          | <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> |                                                                                                 |  | <p><a href="#">M1) Where do feelings come from?</a></p> <p><a href="#">M3) What helps me to be happy?</a></p> | <p><a href="#">M1) How do I manage my feelings?</a></p> <p><a href="#">M2) Are we happy all the time?</a></p> | <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p> <p><a href="#">M3) Why do we argue?</a></p>                                      |
| How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.                                                  | <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H26. about growing and changing from</p> | <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>       | 1d. to think about themselves, learn from their experiences and recognise what they are good at |  | <p><a href="#">M1) Where do feelings come from?</a></p> <p><a href="#">M3) What helps me to be happy?</a></p> | <p><a href="#">M1) How do I manage my feelings?</a></p> <p><a href="#">M2) Are we happy all the time?</a></p> | <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p> <p><a href="#">M3) Why do we argue?</a></p> <p><a href="#">M4) Who am I?</a></p> |

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|                                                                                                                                                    | young to old and how people's needs change                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                              |                                                                                                                                                         |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                     |
| The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> | H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing |                              | 3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices | <p><a href="#">M1) Where do feelings come from?</a></p> <p><a href="#">M3) What helps me to be happy?</a></p> <p><a href="#">P1) How do I help my body stay healthy?</a></p> <p><a href="#">C1) How do we make a happy school?</a></p> | <p><a href="#">C2) Where do you feel like you belong?</a></p> <p><a href="#">C3) How can we help the people around us?</a></p> <p><a href="#">M1) How do I manage my feelings?</a></p> <p><a href="#">M2) Are we happy all the time?</a></p> <p><a href="#">P1) How do I keep my body healthy?</a></p> | <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p> <p><a href="#">P1) Is there such a thing as the perfect body?</a></p> |
| Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.       | <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm</p>                                                                    | H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and                                                                                                       | 1e. how to set simple goals. | 3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices | <p><a href="#">M1) Where do feelings come from?</a></p> <p><a href="#">M2) Who am I?</a></p> <p><a href="#">M3) What helps me to be happy?</a></p>                                                                                     | <p><a href="#">C2) Where do you feel like you belong?</a></p> <p><a href="#">C3) How can we help the people around us?</a></p> <p><a href="#">M1) How do I manage my feelings?</a></p>                                                                                                                 | <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p>                                                                       |

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|                                                                                                                                                   | themselves down and/or change their mood when they don't feel good                                                                                                                                                                               | activities, hobbies and spending time with family and friends can support mental health and wellbeing                                                                                                 |  |  | <a href="#">P1) How do I help my body stay healthy?</a><br><br><a href="#">C1) How do we make a happy school?</a>                           | <a href="#">M2) Are we happy all the time?</a><br><br><a href="#">P1) How do I keep my body healthy?</a>                   |                                                                                                                                                                                                         |
| Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | H24. how to manage when finding things difficult<br><br>H27. about preparing to move to a new class/year group<br><br>R7. about how to recognise when they or someone else feels lonely and what to do                                           | H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools<br><br>R13. the importance of seeking support if feeling lonely or excluded |  |  | <a href="#">M1) Where do feelings come from?</a><br><br><a href="#">M2) Who am I?</a><br><br><a href="#">M3) What helps me to be happy?</a> | <a href="#">M1) How do I manage my feelings?</a><br><br><a href="#">M2) Are we happy all the time?</a>                     | <a href="#">M1) Does everybody have the same feelings?</a><br><br><a href="#">M2) Should we be happy all the time?</a><br><br><a href="#">M3) Why do we argue?</a><br><br><a href="#">M4) Who am I?</a> |
| That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.                                              | R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online<br><br>R11. about how people may feel if they experience hurtful behaviour or bullying<br><br>R12. that hurtful behaviour (offline and | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour<br><br>R21. about discrimination: what it means and how to challenge it                    |  |  | <a href="#">Fr4) How do we stop bullying?</a><br><br><a href="#">M3) What helps me to be happy?</a>                                         | <a href="#">Fa3) How should we treat people who are different?</a><br><br><a href="#">Fr3) Are friendships always fun?</a> | <a href="#">Fr2) Should I try and fit in with my friends?</a><br><br><a href="#">Fr3) Should friends tell us what to do?</a><br><br><a href="#">Fr4) Why are some people unkind?</a>                    |

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|                                                                                                                                                                                                                                                                                      | online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult                                                                                                                                   | <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others EG physically, in personality or background</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> |  |  |                                                                                                                                                    |                                                                                                                                                                     | <p><a href="#">Fr5) What are stereotypes?</a></p> <p><a href="#">Fr6) How do I accept my friends for who they are?</a></p>                                                                                                       |
| 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). | <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report</p> | <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the</p>                                 |  |  | <p><a href="#">M1) Where do feelings come from?</a></p> <p><a href="#">M2) Who am I?</a></p> <p><a href="#">M3) What helps me to be happy?</a></p> | <p><a href="#">Fr1) What makes a good friend?</a></p> <p><a href="#">M1) How do I manage my feelings?</a></p> <p><a href="#">M2) Are we happy all the time?</a></p> | <p><a href="#">Fr1) What makes a close friend?</a></p> <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p> <p><a href="#">M3) Why do we argue?</a></p> |

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|                                                                                                                                                                                            | bullying; the importance of telling a trusted adult                  | deliberate excluding of others); how to report concerns and get support                                                                                                                                                                         |  |                                                                                                                                                         |                                                                                                                                             |                                                                                                        |                                                                                                                                                                    |
| 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. | H24. how to manage when finding things difficult                     | H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult                                                 |  |                                                                                                                                                         | <a href="#">M1) Where do feelings come from?</a><br><br><a href="#">M2) Who am I?</a><br><br><a href="#">M3) What helps me to be happy?</a> | <a href="#">M1) How do I manage my feelings?</a><br><br><a href="#">M2) Are we happy all the time?</a> | <a href="#">M1) Does everybody have the same feelings?</a><br><br><a href="#">M2) Should we be happy all the time?</a><br><br><a href="#">M3) Why do we argue?</a> |
| <b>Physical health and fitness (PH)</b>                                                                                                                                                    |                                                                      |                                                                                                                                                                                                                                                 |  |                                                                                                                                                         |                                                                                                                                             |                                                                                                        |                                                                                                                                                                    |
| The characteristics and mental and physical benefits of an active lifestyle.                                                                                                               | H1. about what keeping healthy means; different ways to keep healthy | H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle |  | 3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices | <a href="#">P1) How do I help my body stay healthy?</a>                                                                                     | <a href="#">P1) How do I keep my body healthy?</a>                                                     | <a href="#">P2) How can I stay fit and healthy?</a>                                                                                                                |

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| <p>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.</p> | <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> | <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>                                                                                                            |  | <p>3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> | <p><a href="#">P1) How do I help my body stay healthy?</a></p> | <p><a href="#">P1) How do I keep my body healthy?</a></p> | <p><a href="#">P2) How can I stay fit and healthy?</a></p> |
| <p>The risks associated with an inactive lifestyle (including obesity).</p>                                                                                                                                            | <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> | <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> |  | <p>3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> | <p><a href="#">P1) How do I help my body stay healthy?</a></p> | <p><a href="#">P1) How do I keep my body healthy?</a></p> | <p><a href="#">P2) How can I stay fit and healthy?</a></p> |

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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. | H10. about the people who help us to stay physically healthy                                                                                                                               | H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health                                                                                                                                                  |  |                                                                                                                                                         | <a href="#">P1) How do I help my body stay healthy?</a><br><br><a href="#">P3) How do we stop getting ill?</a> | <a href="#">P1) How do I keep my body healthy?</a> | <a href="#">P2) How can I stay fit and healthy?</a> |
| <b>Healthy Eating (HE)</b>                                                                                        |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                         |                                                                                                                |                                                    |                                                     |
| What constitutes a healthy diet (including understanding calories and other nutritional content).                 | H2. about foods that support good health and the risks of eating too much sugar<br><br>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday | H1. how to make informed decisions about health<br><br>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. |  | 3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices | <a href="#">P2) How do I decide what to eat?</a>                                                               | <a href="#">P2) How do I get a healthy diet?</a>   | <a href="#">P2) How can I stay fit and healthy?</a> |
| The principles of planning and preparing a range of healthy meals.                                                | H2. about foods that support good health and the risks of eating too much sugar                                                                                                            | H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet                                                                                           |  | 3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices | <a href="#">P2) How do I decide what to eat?</a>                                                               | <a href="#">P2) How do I get a healthy diet?</a>   | <a href="#">P2) How can I stay fit and healthy?</a> |

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|                                                                                                                                                                                                      |                                                                                 | including obesity and tooth decay.                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                         |                                                                                                                |                                                                                                               |                                                                                                                |
| 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). | H2. about foods that support good health and the risks of eating too much sugar | <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p>                                                                                                                                                                           |  | 3a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices | <p><a href="#">P2) How do I decide what to eat?</a></p> <p><a href="#">P3) How do we stop getting ill?</a></p> | <p><a href="#">P2) How do I get a healthy diet?</a></p> <p><a href="#">P3) How do I stop getting ill?</a></p> | <p><a href="#">P2) How can I stay fit and healthy?</a></p> <p><a href="#">P3) Can I avoid getting ill?</a></p> |
| <b>Drugs, alcohol and tobacco (DAT)</b>                                                                                                                                                              |                                                                                 |                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                         |                                                                                                                |                                                                                                               |                                                                                                                |
| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.                                                                           | N/A                                                                             | <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that</p> |  | 3d. which commonly available substances and drugs are legal and illegal, their effects and risks                                                        | N/A                                                                                                            | N/A                                                                                                           | <p><a href="#">P4) Why do some people take drugs?</a></p>                                                      |

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|                                                                                                            |     | <p>some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> |                                                                        |  |     |                                                    |                                              |
| Health and prevention (HP)                                                                                 |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |  |     |                                                    |                                              |
| How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. | N/A | H5. about what good physical health means; how to recognise early signs of physical illness                                                                                                                                                                                                                                                                                                                                                    | 3a. how to make simple choices that improve their health and wellbeing |  | N/A | <a href="#">P1) How do I keep my body healthy?</a> | <a href="#">P3) Can I avoid getting ill?</a> |

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| About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.                            | H8. how to keep safe in the sun and protect skin from sun damage                                                        | H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer                                                                                                                                      |                                                           |                                                                            | <a href="#">P4) How can I stay safe?</a>                                                                   | <a href="#">P3) How do I stop getting ill?</a>                                                     | <a href="#">P3) Can I avoid getting ill?</a> |
| The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | H4. about why sleep is important and different ways to rest and relax                                                   | H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn                                                                                                            |                                                           |                                                                            | <a href="#">M3) What helps me to be happy?</a><br><a href="#">P1) How do I help my body stay healthy?</a>  | <a href="#">P1) How do I keep my body healthy?</a>                                                 | <a href="#">P3) Can I avoid getting ill?</a> |
| About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.             | H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health | H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) |                                                           |                                                                            | <a href="#">P1) How do I help my body stay healthy?</a><br><a href="#">P3) How do we stop getting ill?</a> | <a href="#">P2) How do I get a healthy diet?</a><br><a href="#">P3) How do I stop getting ill?</a> | <a href="#">P3) Can I avoid getting ill?</a> |
| About personal hygiene and germs including bacteria,                                                                                   | H5. simple hygiene routines that can stop germs from spreading                                                          | H9. that bacteria and viruses can affect health; how everyday hygiene routines                                                                                                                                                                                                                  | 3b. to maintain personal hygiene<br>3c. how some diseases | 3b. that bacteria and viruses can affect health and that following simple, | <a href="#">P3) How do we stop getting ill?</a>                                                            | <a href="#">P3) How do I stop getting ill?</a>                                                     | <a href="#">P3) Can I avoid getting ill?</a> |

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| viruses, how they are spread and treated, and the importance of handwashing. |                                                                                                                                                                                                                                                                                                                                                      | can limit the spread of infection; the wider importance of personal hygiene and how to maintain it                                                                                                                                                                                                                                                                      | spread and can be controlled                                                                                                                                                                                                    | safe routines can reduce their spread; |     |     |                                                               |
| The facts and science relating to allergies, immunisation and vaccination.   | H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy                                                                                                                                                                                                              | H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed                                                                                                                                                                                                    |                                                                                                                                                                                                                                 |                                        | N/A | N/A | <a href="#">P5) Where should I get my health information?</a> |
| Not covered by the statutory guidance                                        | <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> | <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> | <p>3f. that all household products, including medicines, can be harmful if not used properly</p> <p>3g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p> |                                        |     |     |                                                               |

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|  | <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> | <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> |  |  |  |  |  |
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## Basic first aid (BFA)

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| How to make a clear and efficient call to emergency services if necessary.                      | <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>                                       | <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> |  | <p>3g. school rules about health and safety, basic emergency aid procedures and where to get help</p> | <a href="#">P4) How can I stay safe?</a> | <a href="#">P4) How do I save a life?</a> | <a href="#">P6) How do I save a life?</a> |
| Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> | <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p>                                                                  |  |                                                                                                       | <a href="#">P4) How can I stay safe?</a> | <a href="#">P4) How do I save a life?</a> | <a href="#">P6) How do I save a life?</a> |

## Changing adolescent body (CAB)

|                                                                                                                                                       |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                            |                                                                                                                                                                                                                                                               |                                                                                  |            |                                                                                                                                                                                                            |
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| <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> | <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> | <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> | <p>3d. about the process of growing from young to old and how people's needs change</p> <p>3e. the names of the main parts of the body</p> | <p>1d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>3c. about how the body changes as they approach puberty</p> | <p><a href="#">G1) How bodies change as we get older (link with science)</a></p> | <p>N/A</p> | <p><a href="#">G1) How will my body change as I get older?</a></p> <p><a href="#">G2) How will my feelings change as I get older?</a></p> <p><a href="#">G3) How will I stay clean during puberty?</a></p> |
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| <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>                                                                                                                                                                                            | <p>N/A</p> | <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> |  |  | <p>N/A</p> | <p><a href="#">G1) What is a period?</a><br/>(End of Y4)</p> | <p><a href="#">G4) What is Menstruation?</a></p>                   |
| <p><b>Not</b> covered in the statutory guidance , but explanation given that the teaching of age-appropriate sex education in primary schools is optional, at the discretion of the school leadership, following approval from school governors and community consultation</p> | <p>N/A</p> | <p><i>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</i></p> <p><i>H30. to identify the external genitalia and internal reproductive organs</i></p>                                                                     |  |  | <p>N/A</p> | <p>N/A</p>                                                   | <p><a href="#">Sx2) Optional lesson on sexual reproduction</a></p> |

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|  |  | <i>in males and females and how the process of puberty relates to human reproduction</i> |  |  |  |  |  |
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## Citizenship Objectives not covered

The following Citizenship objectives require whole school involvement, and therefore do not come under the remit of this curriculum

Some aspects of PSHE and Citizenship are more general in nature and therefore should not be taught only in discrete lessons. For example Citizenship > KS1 > 1e > “Pupils should be taught how to set simple goals”. Clearly, this is not something that can be ticked off after one lesson, and would be better taught by the schools ethos and regular reminders about making progress.

Some ideas for how to achieve them is given in the right-hand column

| Citizenship objectives                                                                                                                                                                                                                                                                                                                                                 | Ideas for implementation                                                                                                                                                                                                                                                                   |
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| 5a. take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school) | Playground friends, partner classes, peer mentoring, peer reading, group activities, lunchtime monitors, bikeability, litter picking                                                                                                                                                       |
| 5b. feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);                                                                                                                                                  | Assemblies, displays featuring work, reflective accounts                                                                                                                                                                                                                                   |
| 5c. participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)                                                                                                                                                                                        | School council, school elections (mirroring real elections), ballots, watching Newsround, discussing the democratic system both locally and nationally, researching local councillors and MPs, hold peaceful protests about issues important to them (for example, reducing plastic waste) |
| 5e. meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)                                                                                                      | Visit places of worship, invite guests in to speak, raise money for charities, research local environmental issues                                                                                                                                                                         |

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| 5f. develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters) | Ensure that children with SEND are always included, contact schools in other countries, visit older people in nursing homes                                     |
| 5i. prepare for change (for example, transferring to secondary school.)                                                                                                                                                                                             | Ensure transition activities and events consider the needs of all children, especially those who struggle the most with change (for example, children with ASD) |