

Year 1		
Term and NC reference	Key Vocabulary	Key knowledge / Skills end points
Autumn 1 Beginning and Belonging	Safe Situation Support	At the end of this unit children will ☐ say “I am safe in school when....” ☐ name key adults from their home life, school and wider community that would support them if they needed help. ☐ name specific ways to make someone feel welcome and name their own feelings. “When I first went to.....people made me feel.....”.
Autumn 1 Managing Change	Change Control Emotions	At the end of this unit children will ☐ explain how their life has changed since they were baby, e.g, “When I was a baby I stayed at home, now I am a child, I go to school”, ☐ identify emotions associated with change and use them to describe how they may have felt, “When I started school I was nervous, now I feel.....because....”
Autumn 2 Family and Friends	Friendship Special Conflict Family	At the end of this unit children will ☐ understand the term ‘friendship’ and what this would look like in real life, “Friends share with each other and make each other feel good by being kind”. ☐ resolve some simple, common, conflicts that could occur in and out of school. ☐ name their family members and talk about the similarities and differences between other families.
Autumn 2 Anti-bullying	Deliberate Bullying Persistent	At the end of this unit children will ☐ explain that bullying is deliberate and describe that bullying is when an individual or group chooses to be unkind to a person over and over again, using the word persistent to describe the frequency of the actions. ☐ describe how they would deal with bullying if it happened to themselves or someone else and state how school and their

		families could help
Spring 1 Working Together	Strengths Skills Communication	At the end of this unit children will ☐ recognise what they are good at and state e.g. "My strength is being kind. My skill is riding my bike without stabilisers". listen to others and make comparisons. ☐ name the skills of communication and state what good listening looks like: eye contact, facing the person talking, being able to repeat back what has been said.
Spring 1 Diversity and Communities	Groups Beliefs Environment Animals Humans Plants	At the end of this unit children will ☐ name any groups they belong to in and out of school, "I am in Brownies and I am on the eco-council". ☐ say how their friends are different from them because they belong to different groups and because they may have different beliefs. ☐ explain how to care for the school e.g. discuss litter picking, recycling, turning off lights to save electricity. ☐ talk about living things and use terms humans, animals and plants. ☐ know that living things need food, water, light and oxygen to survive.
Spring 2 Rights, Rules and Responsibilities	Vote Democracy Sharing	At the end of this unit children will ☐ have first hand knowledge of voting, e.g. deciding class agreement and voting for school council reps. draw on these experiences and understand that in our society we are a democracy and as such have the democratic right to vote. ☐ demonstrate that they can listen to others, reflecting on each other's opinions and sharing each other's ideas. ☐ state what each other has said and form respectful opinions about one another's views. "I don't agree with.....because....." "I can see why they think that....but I.....".
Spring 2 Online/Digital Safety	Online Safety Internet Scam Pop-up Trust	At the end of this unit children will ☐ understand that when they are using the internet if there is anything they see, hear, or read that makes them uncomfortable they should tell a trusted adult. ☐ say that a scam is when "someone is lying to you and pretending to be someone they are not, or giving you something that you haven't asked for".

		☐ when playing games online or using the internet, children should be aware that if a pop-up appears on their screen they should show a trusted adult and not click on anything unexpected.
Spring 2 Managing Safety and Risk	Dangerous Frightening Happy Content Calm Strategies	At the end of this unit children will ☐ explain what it feels like to be safe. ☐ talk about how their body feels when they are in these places and which adults they trust to be there with them and also what friends. ☐ describe what the opposite of safe is ☐ use words such as “dangerous”, “frightening” “scary” “worried” “anxious”. then describe the difference in how their body feels. ☐ use the feelings of safe and unsafe ☐ list strategies they could use, that would make them feel safer in different situations and places e.g. “At school I stay safer by listening to my teachers; When I’m crossing the road, I stay safer by looking both ways; When I’m at the swimming pool, I stay safer by staying at the shallow end.” ☐ understand that by knowing their full name and address this will help them if they are lost, by giving a trusted adult the information they need to find their grown-ups. ☐ talk about sun safety and use the mnemonic “slip, slap, slop”
Summer 1 Drug Education	Substance Medicine Doctor Pharmacy Liquid Needle	At the end of this unit children will ☐ describe what things can go into their body and they can describe how things get into their body through their mouths, skin and even ears. know whether these things are good for them or bad for them. ☐ know that medicines make people feel better and need to be prescribed by a doctor or given to you by a trusted adult. ☐ know that you can buy medicine in a shop or pharmacy and describe how you might take that medicine “I have it on a spoon”. “I had a spray up my nose”. “Mummy put drops in my ear”. “I had a doctor give me an injection with a needle”. ☐ can describe what would help someone to feel better in different situations e.g. “have a cuddle, have a sleep, have a drink of water, read a book, get some fresh air, spend time with someone who will make them laugh”.
Summer 1 Personal Safety	Expressions Physical	At the end of this unit children will

	Emotional Warnings Emergency Fire Police Ambulance	☐ discuss that body language and facial expressions can show you how someone is feeling in different situations. They can say what a physical feeling is and what an emotional feeling is. ☐ after listening to a story, explain how the character was feeling and understand that they are the body's early warning signs. Sometimes it feels good to be nervous or worried "I like rollercoasters even if they give me butterflies" and other times your body is protecting you "I know that when my legs turn to jelly I don't want to do something." ☐ can name 5 adults they trust and can explain that if they can't find one of these people they can call 999 and ask for the police, fire services or ambulance. This links to their knowledge of their full name and address.
Summer 2 Healthy Lifestyles	Healthy Food groups Fit Exercise	At the end of this unit children will ☐ name healthy foods and the groups they belong to, e.g. dairy, meat, carbohydrates, vegetables etc... ☐ say how they stay healthy at school and at home "We do PE at school which keeps us fit, I do football fun factory which helps me to run around".
Summer 2 RSHE	Body Female Male External Private	At the end of this unit children will ☐ name the different external parts of the human body, including penis, testicles, vagina, vulva. ☐ discuss the names they may have for them in their family and can identify the science names from school. ☐ can talk about the differences between males and females and explain what external parts a male would have and what external parts a female would have. ☐ talk about how amazing their bodies are using the sentence stem "my body is amazing because...it helps me to, I can....., it makes me feel better when...." ☐ discuss cleanliness and how important it is for your body to be healthy and safe from harmful germs. This will link with the work on healthy eating from the previous unit and with drug education and keeping safe in the sun.
Summer 2 Financial Capability	Money Cash Payment Work Save Bank Charity	At the end of this unit children will ☐ know where money might come from and how they can keep it safe. ☐ will talk about 'earning' money by working and also about receiving money as gifts. ☐ be introduced to what a bank is and will understand that this is a place that can store your money for you. ☐ use the word bank card and account to discuss keeping their money safe.

		☐ know that things in life cost money e.g. houses, electricity etc... and using the example of caring for a baby they can think about all the things that cost money when looking after someone and the things that cost your time. ☐ after discussing whether all people have the same amount of money and using different scenarios, ☐ identify the differences in people's circumstances and talk about the work of charities. "When it's red nose day we raise money for children that do not have as much as we do".
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Year 2		
Term and NC reference	Key Vocabulary	Key knowledge end points
Autumn 1 Beginning and belonging	behaviour, relationship, network Agreement Support	At the end of this unit children will ☐ children will discuss how they want their classroom to feel, e.g. what kind of environment they want to learn in ☐ will use the word democracy when talking about voting for their class agreements and make links to British Values, that we all have a voice and right to be heard. ☐ using the hand analogy and a diagram children will have 5 names of trusted adults that they can clearly talk about ☐ explain why that person makes them feel safe and secure “Mrs/Mr.....makes me feel safe at school because...., “I can trust my mum/dad because they look after me and talk to me about things”. ☐ identify from scenarios and or a story when a child may need some help and support. ☐ can discuss what to do in those situations and how to help the child e.g. “they feel sad because they have no-one to play with, I could ask them to join my game”.
Autumn 1 Managing Change	achievements, strategies, positive	At the end of this unit children will ☐ describe how they have changed since they were babies in more detail and can name the different stages e.g. baby, toddler, child, teenager, adult, elderly ☐ can explain what they could do at those ages and why ☐ can discuss any recent achievements and articulate why they were able to achieve this as opposed to when they were younger. ☐ understand that change happens and is a normal part of life. ☐ explain what changes they can think of in their life, e.g. starting school, moving house, starting a new club. ☐ can discuss how they felt in those circumstances and what preparations you might make to help you. ☐ can also describe what happens when changes are unexpected and how this might make you feel.
Autumn 2	qualities,	At the end of this unit children will

Family and Friends	personal space, difficult	☐ state what makes a good friend by describing attributes that a person may have and giving examples of specific personality traits: kind, funny, helpful, caring ☐ describe scenarios where these qualities would be useful and how you can develop these by practising them. ☐ talk about case studies and scenarios of when friendships have broken down and give reasons for why this may have happened ☐ can think of solutions to these situations and articulate how you could solve these problems. ☐ describe their family in detail, both the people in their household and their wider family. ☐ will give examples of what makes their family special e.g. "I have a brother and he is special because he walks me home from school/helps me with my homework/is teaching me to play football".
Autumn 2 Anti-bullying	behaviour, assertive, deliberate	At the end of this unit children will ☐ explain that bullying is deliberately hurtful and persistent. ☐ explain the differences between a one off argument and ongoing unkindness. ☐ give examples of bullying and use real life scenarios to explain what is bullying and what is an individual incident. ☐ describe how they would deal with bullying by using the word 'assertive' ☐ explain what the difference is between being confident and defending yourself versus also being unkind to someone ☐ give examples of how you might help yourself if you were being bullied, but also what you could do if you were a witness to bullying.
Spring 1 Working together	discussion, negotiation, cooperation	At the end of this unit children will ☐ say something special about themselves and suggest something new they would like to learn ☐ show good listening, take turns and explain something clearly to a friend. ☐ talk with others to make a decision as a group, know it's OK to change their mind ☐ say some ways they might sort out a disagreement ☐ know how they might speak to someone to persuade them of an idea.
Spring 1 Diversity and	similarities, differences,	At the end of this unit children will

communities	lifestyles	☐ share with others some of what their family do at home, ☐ understand what other children do at home that is different and know about some different places of worship that people visit. ☐ talk about different groups they belong to, in and out of school as well as know some of the different groups that people in their class belong to. ☐ know what some animals need in order to be healthy and happy, and know how to look after plants in their environment. ☐ describe what areas of the school look like when they have been looked after and understand how they can help to look after the classroom and the school.(e.g. Pick up litter, tidy their tables, tidy book corner)
Spring 2 Rights, rules and responsibilities	voting, decisions, opinions	At the end of this unit children will ☐ know that they have responsibilities(e.g. tucking chairs in, picking up pencils, closing doors, collecting their jumpers, at school and name some jobs they do in the classroom (e.g. turning off lights, taking the register, watering plants, tidying the book corner.) ☐ explain what is meant by voting and name some people and groups who make decisions in school (e.g. school board of governors, eco-council, head teacher, as a class when voting which game to play or which book to read next) ☐ share information, opinions and feelings with others, show others that they are listening and ask and answer appropriate questions.
Spring 2 Online/Digital Safety	Publish, identity, profile	At the end of this unit children will ☐ know how to create a profile online safely ☐ know how to act safely online
Summer 1 Managing safety and risk	emergency, accident, personal information	At the end of this unit children will ☐ name a risky situation and explain a way they can reduce risk in that situation. (e.g. e.g. At school I stay safer by listening to my teachers; When I'm crossing the road, I stay safer by looking both ways; When I'm at the swimming pool, I stay safer by staying in the shallow end.) ☐ say their full name and address (e.g. My name is ... and I live at ...) and give an example of a situation where they might need to give this information (e.g. when they are lost, when someone wants to come over to play.)

		☐ talk about what an emergency is (e.g. someone having trouble breathing after exercise, smoke coming from a bin at the park) and who might help them (e.g. police, ambulance, fire department - calling 999)
Summer 1 Drug Education	substances, drugs, prescription	At the end of this unit children will ☐ describe how food, drink or air go into their body and into their blood. ☐ tell you when a medicine can be helpful (inhalers, cough medicine) and when it could be harmful (taking the wrong amount of medicine) ☐ tell you where medicines could be stored safely. (e.g. in a locked cabinet, and out of the reach of children; at school kept at the office) and tell you about people who could help them take medicine safely. (e.g. parent, doctor,)
Summer 1 Personal Safety	autonomy, warning, identify	At the end of this unit children will ☐ name possible physical feelings in their bodies that can tell them they don't feel safe (e.g. e.g. jelly legs, feeling like they need to go to the toilet, sweaty palms) ☐ talk with someone from their Network of Support if a friend or someone in their family isn't kind to them or if they are worried or upset about something online. ☐ know which parts of their body are private and use scientific names for private body parts such as penis, testicles and vagina/vulva.
Summer 2 Healthy Lifestyles	balance, diet, active, inactive	At the end of this unit children will ☐ understand the difference between being physically active (e.g. playing football) and inactive (e.g. watching TV) and say at least one activity they enjoy which is active (e.g. playing in the garden, trampolining, walking the dog). ☐ say what changes happen to their bodies (e.g faster heartbeat, red/hot face) and their feelings (e.g. I feel excited; I feel happy; I feel proud of myself) when they are active. ☐ know that food can be divided into different groups (e.g. fruit and veg, fats and oils, carbohydrates, Protein, dairy) ☐ know that for good health we need a balanced diet
Summer 2 RSE	develop, reliance, expectations	At the end of this unit children will ☐ explain that a baby grows inside its mother.

		☐ describe some ways their bodies will change as they get older. (e.g legs and arms grow longer, our hair grows thicker and changes colour, milk teeth will be replaced by adult teeth. ☐ explain how babies need care from adults to stay safe and healthy. (e.g. Lots of Love and Cuddles, A Safe Place to Sleep, Clean and Comfy, Yummy Milk, Playtime, Talking and Reading) ☐ explain some things they did when they were a baby (e.g. 'I cried a lot', crawled) and describe some responsibilities they have now (e.g. getting dressed, getting our own breakfast, help lay the table)
Summer 2 Financial Capability	save, spending, choices	At the end of this unit children will ☐ know some ways to keep money safe, including through saving (e.g. include bank, building society, post office, mum or dad looks after it, in a money box etc.). ☐ know some of the things a family might have to buy (e.g.clothing, food, a present for someone) ☐ understand that the choices they and their family make affect them and others. ☐ understand that money, and how they use it, can cause a range of feelings and know these feelings can change (e.g having to choose between buying a present for a friend or getting a new pair of shoes - how does this make you feel?)

Year 3			
Term and NC reference	Area of Study	Key Vocabulary	Key knowledge end points
Autumn 1 Beginning and belonging	Myself and my relationships	charters, resilience, network	At the end of this unit children will ☐ give examples of behaviour that helps us to learn (In our class, I think it is important to ...), describe what is important to help the classroom feel a safe and happy place (taking it in turns to speak; sharing equipment; moving safely around the classroom) and know and understand rules that help this to happen. ☐ list feelings they might experience in a new situation (e.g. in a new school, a new home, at a new club, having a new baby in the family) ☐ show how they could help someone new to our class or school feel welcome and give examples of ways they can help someone feel they belong. (e.g. having friends to sit with at the welcome talk) ☐ identify people in different contexts in their lives whom they could ask for support when needed. (E.g. an adult from school, an adult from after school club, an adult in their family who they don't live with, a neighbour.)
Autumn 1 Managing Change	Myself and my relationships	permanent, grieve, confidence	At the end of this unit children will ☐ name some changes that they have experienced (e.g. as moving house, new siblings/cousins, death, separation, new places to go on holiday, people getting married, new step siblings, moving school.) ☐ know that death is a permanent change and that someone will display strong feelings if a pet or someone close to them die.
Autumn 2 Family and Friends	Myself and my relationships	patterns, challenges, strategies	At the end of this unit children will ☐ give examples of ways friends might behave towards each other online and offline. (e.g.as: play together at playtimes, enjoy sports together, play online games together, chat together on a video call, spend time together at clubs, go for walks together) ☐ explain how healthy friendships can have challenges and how these may make friendships stronger

			☐ explain peaceful ways of resolving friendship problems. . e.g. saying 'sorry', listening to the other person, being tolerant and patient, and understanding how the other person was feeling. ☐ describe some ways that people in families can support each other e.g. Nana help with dropping and fetching kids from school when mum is poorly; everyone in family help with daily chores
Autumn 2 Anti-bullying	Myself and my relationships	power, characteristics, respect	At the end of this unit children will ☐ recognise that bullying behaviour is deliberately unkind and is usually repeated ☐ recognise that bullying can be physical, verbal, indirect or cyberbullying. (e.g. Spreading rumours, damaging someone's belongings on purpose, making rude remarks about someone, using nasty or frightening looks, sending someone a nasty text message, pinching someone, taking someone's password and spoiling their game on a social networking site ☐ use their voice and body language to speak assertively. E.g. Please give my coat back now, I would like you to move please, I don't want to lend you my watch ☐ have some ideas about how they can help someone who is being bullied and understand that they can help in a bullying situation by reporting the bullying to a trusted adult. E.g. buddying up with the friend so that they are not alone in a situation they find uncomfortable, reporting the ☐ bullying to a trusted adult.
Spring 1 Working together	Citizenship	decisions, contribution, feedback	At the end of this unit children will ☐ know how to show they are listening using their bodies (e.g. eyes of the person talking, and know how it feels when someone listens well and when they don't ☐ have the confidence to tell someone else their opinion ☐ know how to ask open questions and why these are useful. e.g. What kind of home would you choose? ☐ work as a group to solve a problem, say what they did well in a group task and what could be improved next time and know how to make a group decision by listening to others' opinions and choosing the best solution. ☐ know how different people can contribute in different ways to a group task. ☐ to evaluate a group task, including their own and others' contribution, the overall process and final

			results. ☐ give feedback sensitively and receive it from others.
Spring 1 Diversity and communities	Citizenship	stereotype, media, responsibility	At the end of this unit children will ☐ recognise that difference is positive and describe some of the benefits that diversity brings eg. skin colour, musical taste, food preferences ☐ explain what stereotype is and give examples e.g. stereotypical, e.g. a girl might like football; a boy might like dancing ☐ know why stereotype behaviour should change. It is important to challenge stereotypes because ... ☐ explain what 'the media' means and how it affects everyday life. e.g. television, radio, podcast, internet, newspapers, smart speaker. ☐ describe the needs of some different animals and explain some basic responsibilities humans have towards animals, including pets. ☐
Spring 2 Rights, rules and responsibilities	Citizenship	demonstrate, influence, representative	At the end of this unit children will ☐ explain the difference between wants and needs, describe some of the rights in the UN Convention on the Rights of the Child e.g. food, education, health, and explain that rights come with responsibilities e.g. then; I have a right to eat dinner, my parents have a responsibility to buy the food and cook it and I have a responsibility to help with the tidying up. ☐ demonstrate ways to communicate respectfully with others e.g. use of Miss/Ms/Mrs rather than first name; more formal introduction of self; may need to go back at a more convenient time; leaving contact details. ☐ suggest some different and describe a fair ways of making a decision e.g. through debating and voting ☐ identify some roles of some of the representatives at school e.g. be a class representative at school council.
Spring 2 Online/Digital Safety	Healthier and safer lifestyles	communicate, SMART, identify	At the end of this unit children will ☐ describe their current online activity (e.g. Minecraft) and identify the risks involved in their own use of

			technology (e.g. exposure to harmful content, cyberbullying, privacy violation). ☐ communicate rules for staying safe online (e.g. not sharing a photo/video of others without seeking permission first; talking with someone if we feel worried or upset about something that happens online, not sharing personal information like locations, names, passwords.)
Summer 1 Managing safety and risk	Healthier and safer lifestyles	prevent, first aid, accident	At the end of this unit children will ☐ give one example of how their friends might influence them in a risky situation (e.g. encourage them to join a new hobby club, encourage them to jump off a high wall) ☐ explain the Stop, Look, Listen, Think procedure for crossing and explain ways to be seen when using the road in the dark (e.g. wear bright colours, wear reflective clothes, cross under a lamp when it's dark) ☐ explain ways to stay safe around water e.g. S – Spot the dangers, A – Always go with a friend or adult, F – Find and follow the safety signs and flags E – Emergency, put up your hand and shout or ring 999/112
Summer 1 Drug Education	Healthier and safer lifestyles	nicotine, alcohol, recreational	At the end of this unit children will ☐ be able to give examples of medical drugs (e.g. pain medicine, antibiotics) and legal recreational drugs (e.g. nicotine and alcohol) ☐ describe safety rules for medicines at home and at school and why these are important. ☐ know that nicotine and alcohol are drugs and describe the effects of each (e.g. to relax, to have fun, to look grown up, to feel brave, out of habit) ☐ recognise influences from friends, the media and other sources and how to respond to these. (e.g. NO, thanks, NO, you must be joking, NO, my mum's expecting me, or NO, I'd rather go and do...)
Summer 1 Personal Safety	Healthier and safer lifestyles	unwanted, unsafe, secrets	• Children are able to name and recognise Early Warning Signs that can tell them they don't feel safe. (our heart beating more quickly, our palms sweating, our knees shaking.) • identify the sort of physical contact they feel comfortable with (e.g. a hug vs a high five) and be confident to say 'No' if they don't want to do something. • talk with someone from their Network of Support about unsafe or unwanted physical contact and if a friend or someone in their family isn't kind to them.
Summer 2	Healthier and	advertising,	• know that they need to eat healthily, be active and sleep well to have a healthy lifestyle

Healthy Lifestyles	safer lifestyles	benefit, hygiene	• know what might influence what we choose to eat (e.g. TV advertising, dad, mum, friends, religion, being too busy) • know how food companies might try to persuade us to buy their food (e.g. – saying a food is healthy; showing happy children; using fun music; including animals and cartoons) • understand that different types of food provide energy and helps people to be active and stay healthy (e.g. 'Eat Your Yogurt' could be about • having stronger bones for an activity they like doing and about healthy teeth so they do not need to go to the dentist too much) and plan and prepare simple healthy meals or snacks • know why it is important to look after their teeth (e.g. so your smile won't look bad, your teeth won't be yellow, your breath will not be smelly, your teeth will be strong for eating crunchy things.) and know some ways of looking after my teeth (e.g. You need to brush your teeth at least twice a day; Do not eat sugary snacks between meals; Go to the dentist for a check up every six months)
Summer 2 RSE	Healthier and safer lifestyles	penis, testicles, breast, vulva, vagina	• use body part names such as penis, vagina/vulva, testicle and breast confidently and explain which parts are male and which are female • describe some basic personal hygiene routines (e.g. wearing clean clothes, washing hair, brushing teeth) and explain why body parts should be kept clean (e.g. to fight off germs, to get rid of dirt and sweat, to feel good). • tell you how germs might get into the body (e.g. through the nose, mouth or through cuts) and explain some actions they can take to make sure they don't pass on germs (e.g. wash hands after blowing your nose and using the toilet, wipe down surface areas).
Summer 2 Financial Capability	Economic Wellbeing	manage, situations, work	• know people can receive money in many different ways, including paid work (e.g. through pensions, benefits and planned borrowing). • understand that some of the ways we use money can make it grow or involve risk (e.g. bank account - interest rates or investments)

Year 4			
Term and NC reference	Area of Study	Key Vocabulary	☐ Key knowledge end points

Autumn 1 Beginning and belonging	Myself and my relationships	cooperation, adapt, discussions	☐ to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class e.g. somebody listening to someone else speaking; playing together nicely; working together cooperatively; taking it in turns to speak; sharing equipment; moving safely around the classroom. ☐ recognise that their support network progress over time and to adapt it to changing circumstances eg. When little their support network will be direct family, as growing older, support network will include people at school, friends, adults at clubs they attend ☐ know some ways to get help from an adult, including finding the best times and places to talk and show that they know how to help other people when they need it.
Autumn 1 Managing Change	Myself and my relationships	bereavement, empathy, past, current, future	☐ identify some changes which have happened in their lives ☐ and those of others, and changes which may happen in the future and identify possible feelings around these changes ☐ talk about how their own friendships have changed over time and identify positive and negative aspects of these changes. ☐ identify changes they are looking forward to in their lives, and other changes they are less sure about e.g. moving to Upper KS2, moving house, joining a club ; changing schools or countries.
Autumn 2 Family and Friends	Myself and my relationships	conflict resolution, compromise, boundaries	☐ explain peaceful ways of resolving friendship problems. e.g. another friend to help us work it out, patience, time to calm down, a joke to reduce the tension, understanding how the other person was feeling. ☐ describe some emotions which might be felt by people who are falling out e.g. sadness, anger, frustration ☐ understand that strong emotions can affect what we say and do when responding to a friendship challenge. ☐ Children are able to identify people, other than family members, who are special to them now and to recognise how they affect and support each other
Autumn 2 Anti-bullying	Myself and my relationships	bystanders, followers, prejudice	☐ understand how bullying can occur when people do not respect and empathise with their diverse peers and identify and describe specific types of identity based/prejudice driven bullying e.g. homophobic /racist bullying.

			☐ describe the different roles of those involved in a bullying situation ☐ consider that the action or inaction of followers and bystanders may affect the feelings of others. ☐ develop strategies for preventing bullying and responding assertively in different contexts. E.g.scenario with another member of staff in the class which involves them taking ☐ a book from you. Using the following statement: 'That is my book, please give it back to me,' a passive, aggressive response; 'Repeat Button' continuing to say no
Spring 1 Working together	Citizenship	constructive, sensitive, perseverance	☐ know what skills they already have and tell someone else about a skill and how to learn it. ☐ know how different people can contribute in different ways to a group task. ☐ give feedback sensitively and receive it from others and act on it.
Spring 1 Diversity and communities	Citizenship	environment, diversity, welfare	☐ recognise that difference is positive and describe some of the benefits that diversity brings. ☐ describe a negative consequence of stereotyping and suggest ways in which to challenge stereotypes e.g. 'Of course she's got a bad temper, all red heads are bad tempered.' You might say 'I think that's a stereotype.' ☐ My friend Evie is a red head and she's very calm and rarely gets angry.' ☐ identify different groups they belong to in school and in the community and describe some other groups that exist in the community e.g. a toddler group, a choir, a fundraising group. ☐ explain what 'the media' means and how it affects everyday life e.g. television, radio, podcast, internet,newspapers, smart speaker.
Spring 2 Rights, rules and responsibilities	Citizenship	UN Convention, rights, authority	☐ describe some of the rights in the UN Convention on the Rights of the Child e.g. The right to good health; The right to education ☐ recognise their responsibilities at school and at home ☐ E.g. One of my rights is... and one of my responsibilities is... ☐ A school/class rule I know is...and we have this rule because... ☐ name some people in positions of authority in school and in the wider community and suggest some of their responsibilities e.g. Headteacher, PCSO, Parish/Town councillor. ☐ suggest some different ways of making a decision and explain why different methods are chosen in different situations

Spring 2 Online/Digital Safety	Healthier and safer lifestyles	reliability, restrictions, content	☐ identify risks involved in their use of technology (e.g. exposure to harmful content, cyberbullying, privacy violation). ☐ recall strategies for accessing help if they see or hear something online which makes them uncomfortable (E.g. telling an adult from your Network of Support, helplines or online support services (Childline)) ☐ apply SMART rules to different situations involving e-safety ☐ (e.g setting privacy settings to private, not public, not messaging people you don't know in real life, telling an adult from your Network of Support if you receive a message from an unknown person.) ☐
Summer 1 Managing safety and risk	Healthier and safer lifestyles	reaction, pressure, services	☐ give one example of how their friends might affect their decisions about risky situations.(e.g. e.g entering a competition, joining a new hobby club, performing something; went to an unfamiliar place to play) ☐ know what actions they could take in an emergency or accident and how they can call the emergency services. E.g. putting on plaster, applying a bandage, cooling a burn; should: stop bleeding by putting pressure on the wound and lifting it above the heart; calling 999 ☐ name some emotions they might feel in a risky situation (e.g. excitement, fear) and describe some ways their body might react in a risky situation. (e.g. butterflies in the tummy, sweaty hands, stumbling over words.)
Summer 1 Drug Education	Healthier and safer lifestyles	syringe, professional, influence	☐ Children are able to explain the different ways that drugs can get into a person's body i.e. by eating, drinking, breathing through the mouth, sniffing through the nose, injecting, through the skin or through a cut and then travel round in the bloodstream, and the way these drugs can affect them. ☐ describe safety rules for medicines at home and at school and why these are important.(e.g A rule for medicines in my house is...; Following the instructions; administered by an adult etc) ☐ suggest some reasons why some people choose to drink alcohol and others choose not to (e.g. that tobacco smoke contains tar and other chemicals which are harmful to the body; Nicotine is the drug in cigarettes ☐ which smokers can get addicted to very quickly; Smoking a cigarette or drinking 1 glass of

			alcohol helps people relax; People will think they are cool when drinking and smoking ☐ recognise persuasion and demonstrate skills to manage it effectively (e.g. some responses and actions to stop the persuasions e.g. NO, thanks, NO, you must be joking, NO, my mum's expecting me, or NO, I'd rather go and do...)
Summer 1 Personal Safety	Healthier and safer lifestyles	Identifying, contact, autonomy	☐ recognise their own feelings and talk about how they are feeling with others and identify how others may be feeling. (e.g. irritable, cheerful, frustrated, angry, fed-up, jolly) ☐ name the private parts of the body, identify whether physical contact feels safe or unsafe and talk with someone from their Network of Support about unsafe or unwanted physical contact if they need to. ☐ talk with someone from their Network of Support if a friend or someone in my family isn't kind to them or is making them feel unsafe.
Summer 2 Healthy Lifestyles	Healthier and safer lifestyles	mental wellbeing, maintain, imbalance	☐ identify children's use of free time and suggest ways of increasing physical activity (e.g. join a sports club, take my dog on daily walks); rest (e.g. drawing, reading) and sleep (e.g. going to bed at a decent time - making sure I get at least 9 hours of sleep) ☐ understand why our bodies need a balance of different kinds of foods and understand that different types of food provide energy and help people to be active and stay healthy. (e.g. 'Eat Your Yogurt' could be about ☐ having stronger bones for an activity they like doing and healthy teeth so they do not need to go to the dentist too much.) ☐ say some choices they make to keep healthy, think about their lifestyle and suggest something they could do to be healthier (e.g. stem, I would like to change my healthy lifestyle now / in the future by...) ☐ be able name some people who help them to stay healthy and make healthy choices (e.g. parents/carers, doctors/nurses, teachers, the government, dentists)
Summer 2 RSE	Healthier and safer lifestyles	sperm, ovum, commitment	☐ state the main stages of the human life cycle (e.g. lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death) and say what stage a person is at in the human lifecycle (e.g. I am in the child stage; My sister, who is 15 years old, is in the adolescent stage) ☐ understand that human babies are made when an egg and sperm join together. ☐ identify their responsibilities and how these have changed and how change in the future (e.g.

			going to school, looking after our belongings change to help with cleaning the house, earning pocket money to buy my wants) ☐ explain why babies need special care from a parent/carer (e.g. babies are born extremely vulnerable, immature, and dependent) and state some things parents/carers need to do to look after babies (e.g. feeding, and immunity, requiring constant nurturing, feeding, hygiene, and emotional security)
Summer 2 Financial Capability	Economic Wellbeing	manage, situations, work	☐ begin to be aware of how our lifestyles, beliefs and values might affect our choices. (e.g. specific food due to allergies or religion) ☐ make informed choices about how money is spent and keep track of spending (e.g. manage money within a budget; balance needs and wants when deciding how to spend money; make comparisons between prices when deciding what is the best 'value for money')

Year 5			
Term and NC reference	Area of Study	Key Vocabulary	Key knowledge end points
Autumn 1 Beginning and belonging	Myself and my relationships	resilience, charts, collaborate	☐ identify their responsibility in helping the classroom feel safe and a happy place to learn. ☐ identify a range of sources of support at school, at home and in their community and know how to seek help. ☐ They are able to identify what is important for new people to know about the school and explain approaches to helping someone feel welcome.
Autumn 1 Managing Change	Myself and my relationships	reflect, associated, pressure	☐ name emotions they have experienced in a change situation and understand that they can experience different feelings at different times when they are managing change. ☐ talk about some changes they have already experienced in their lives as well as recognise how some of the changes they have experienced have affected them eg. moving house, moving school, moving to a new Year group in school ☐ identify changes which happen in families, and what the impact might be on family members eg. divorce - child lives between 2 homes ☐ identify how and why their friendships may change
Autumn 2 Anti-bullying	Myself and my relationships	intervene, demonstrate, prejudice	☐ recognize and describe specific types of prejudice driven bullying ☐ express how peer pressure affects a situation and know how to intervene in a bullying situation and how to defend a person who is being bullied. ☐ identify and show different assertiveness techniques.
Autumn 2 Drug Education	Healthier and safer lifestyles	physical, physiological, categorise	☐ identify drugs as medical, non-medical, legal and illegal and understand the physical and psychological effects of some drugs ☐ give reasons for why people use and misuse drugs eg. elements of addiction, social influences and pressures, enjoyment, relaxation and habit. ☐ suggest alternatives to using drugs e.g. exercise, talking to someone, punching a pillow. ☐ describe some laws relating to the sale and possession of particular drugs and explain some of the possible consequences of breaking the law eg.

Spring 1 Working together	Citizenship	negotiation, debate, chairing	☐ say some things which help them to be successful and which make it more difficult to be successful, talk about skills they would like to develop and suggest some hopes and dreams they have and know how to take steps towards achieving these. ☐ know which skills are needed for different jobs and that some skills are useful in a range of jobs ☐ listen actively and know how we use body language to help us communicate, negotiate with others to achieve an agreement, listen to and take account of others' views and opinions.
Spring 1 Diversity and communities	Citizenship	perception, ethnicity, community	☐ Children are able to describe aspects of their identity e.g. brother, son, grandson, friend, pupil, dancer, reader, dog owner, helper, and give examples of how the way you treat someone can affect their views about their identity. ☐ know about the range of nationalities, cultures and ethnic groups that live in Britain and describe the make-up of their community to others ☐ know what 'to volunteer' means, give examples of voluntary, community, pressure groups and charities and describe aspects of what these groups might do running sports clubs, cubs/brownies, working in a charity shop, taking meals to the elderly, being a school governor, raising money for the school etc.
Spring 2 Rights, rules and responsibilities	Citizenship	courtesy, conflicting, laws, society	☐ describe some of the rights in the United Nations Convention on the Rights of the Child as well as explain some of the reasons why rights are important. ☐ explain some ways of showing courtesy and manners at school and in other settings and communicate appropriately with adults and peers e.g. saying 'please' and 'thank you', waiting until someone has finished talking before you start to talk and those which vary e.g. louder voices sometimes in the playground and quieter voices sometimes in a place of worship. ☐ explain that rules and laws are there to keep people safe e.g. staying on the pavement as a pedestrian, wearing; running down a corridor; throwing something in class, and know some of the reasons why people break the law and the consequences of this ☐ explain the role of a local council and councillors, parliament and an MP and show an understanding of similarities and differences between the school council and a local council.
Spring 2 Online/Digital Safety	Healthier and safer lifestyles	password, sources, wellbeing	☐ explain ways in which to keep their online profile safe and review their own online profiles (e.g. Creative username, avatars, strong passwords, not sharing private details) ☐ know how to create and keep a safe password (e.g. a collection of letters, numbers and symbols)

			you enter to keep your account safe.) ☐ explain what personal information (any fact that relates to a person e.g. Your full name, your age, your birthday, your home address, and your school name.)and private information (the most important and sensitive pieces of that personal information e.g. Your password, your email address, your phone number, your bank details) is .
Summer 1 Managing safety and risk	Healthier and safer lifestyles	reaction, pressure, services benefits, consequences, context	☐ give an example of a physical risk (e.g.falling off, getting knocked down), a social risk (e.g. getting into an argument, losing a friend, getting told off) and an emotional risks (e.g. feeling upset, crying, feeling alone.) ☐ give some examples of possible positive and negative consequences of taking these different types of risks in familiar and unfamiliar context (e.g. Positive: feeling courageous, impressing his friends; e.g. Negative: being grounded or getting hurt) ☐ make a 999 emergency call and name people in their network they would go to for help and describe ways to get attention from these people. ☐ describe key aspects of keeping safe on the roads (bike, e.g. the condition of the bike, correct clothing, wearing a helmet, planning a route) and explain particular dangers relating to cycling and relevant safety strategies.
Summer 1 Personal Safety	Healthier and safer lifestyles	abuse, neglect, assess	☐ identify behaviours that constitutes abuse and neglect (e.g. behaviours: Hitting, Burning, locking a person in a room/home.; Neglect: Failing to provide adequate food, clothing, shelter, Ignoring medical or physical care needs) ☐ identify touches which breaks personal boundaries (e.g. unwanted physical contact like hug, kiss, pat; Standing or sitting too close for comfort; Unwelcome touching of a person's private or intimate areas of the body) ☐ understand that no-one should touch the intimate parts of their bodies.
Summer 2 Healthy Lifestyles	Healthier and safer lifestyles	nutrients, energy, restrictions	☐ understand that different foods contain different nutrients (e.g. protein, carbohydrate, fats, fibre) and that the amount of a nutrient provided by a food (or drink) depends on the serving size ☐ explain that different nutrients have different benefits for our bodies and that is why a variety in diet is important ☐ know that different foods provide different amounts of energy (e.g.butter provides the most

			energy; water does not provide any energy; bread provides more energy than pasta.) ☐ apply their understanding to suggest a healthy balance of energy in (food we consume) and energy out (burning energy through exercise) ☐ explain possible consequences of an imbalance between energy in and energy out (e.g. unhealthy teeth, not able to join in our usual activities, harder to concentrate at school, becoming unwell, feeling tired or shaky) ☐ explain why some online apps and games are age restricted (e.g. to protect children from harmful content (violence, sexual themes, substance use), prevent exposure to predatory behavior, shield them from inappropriate online interactions like bullying) ☐ explain how online behaviour can affect physical and mental health (e.g. benefits might be that watching videos may motivate you to do more physical activity or to improve at a sport, messaging a friend may lead to a plan to exercise together, using a music streaming app may motivate you to dance; risks might be spending too long online and therefore reducing physical activity, harming your eyes or getting a headache from being on a screen for too long).
Summer 2 RSE	Healthier and safer lifestyles	puberty, menstruation, body image	☐ describe some of the changes that will happen to male and females during puberty (e.g. growing under-arm hair and pubic hair; boys becoming more muscular, girls growing breasts, Girls having periods) ☐ know some ways to manage the physical changes happening (e.g. good hygiene, using products like sanitary pads/bras, developing coping strategies for emotions like mood swings) ☐ know that the physical changes affects people differently (e.g. some experience growth spurts, voice changes, body odor, or acne earlier, while others develop at different rates, leading to varied body shapes, breast sizes, and emotional shifts) ☐ understand how the media, families and friends can influence attitudes to their bodies and share some ways to support positive body image for themselves and others (e.g. focusing on health over looks, limiting media, praising non-physical traits like kindness) ☐ name personal hygiene products (e.g. toothbrush, spot cream, menstrual products, shampoo) relevant to puberty and name parts of the body which need to be washed regularly during puberty (e.g. underarms, genitals, feet)
Summer 2 Financial Capability	Economic Wellbeing	poverty, value, budget	☐ know that some skills are needed for different occupations and that different occupations have different rates of pay.

			☐ understand that we don't keep all we earn, begin to understand what happens to some of the deductions made (e.g. income tax, Value Added Tax, national insurance, and know how to 'read' a payslip. ☐ begin to understand that 'poverty' might have different meanings to people in different circumstances, and that there are charities trying to help improve poverty in the UK (e.g. Oxfam, Barnardo's, and Save the Children UK) ☐ be able to: make informed choices to get 'best buys' and value for money, plan and budget for a project, keep effective records of spending to help with budgeting and make adjustments according to need.
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Year 6			
Term and NC reference	Area of Study	Key Vocabulary	Key knowledge end points
Autumn 1 Beginning and belonging	Myself and my relationships	lead, ownership, sources	☐ contribute ideas for what helps the classroom to feel safe and happy, work with other children to share ideas and give examples of behaviour that illustrates the ground rules. ☐ describe situations where they might need support from a trusted adult or friend, name people who are in their Network of Support, ☐ know who they can contact from outside agencies and support services if they need to and describe ways they could approach an adult and talk to them if they needed help.
Autumn 1 Managing Change	Myself and my relationships	transition, phase, strategies	☐ talk about some changes they have already experienced in their lives ☐ recognise how some of the changes they have experienced have affected them both positively and negatively and what they have experienced from this. E.g. moving house - not seeing neighbourhood friends, making new neighbourhood friends ☐ name some emotions they might experience when they move to secondary school, understand some of the ways they can feel more confident and know what might help them to cope at times of change
Autumn 2 Drug Education	Healthier and Safer Lifestyles	risk management, laws, accurate	☐ identify possible physical and psychological effects and harm caused by a number of drugs on users and others in society. ☐ recognise peer influence and describe possible feelings, courses of action and consequences, identify some potentially risky situations and have some skills to help them avoid or manage these. ☐ point out the portrayal of drug use in the media and consider its bias as well as strategies used in advertising to promote products. ☐ describe some laws relating to the sale and possession of particular drugs and explain some of the possible consequences of breaking the law. ☐ identify risk in a range of situations (e.g. a cigarette offer, finding an open bottle of vodka on the table at home, being given a medicine, seeing a syringe in the park) and assessing it for themselves and others, suggest a number of strategies to

			lessen the risk, and know where and from whom they could get help and support.
Autumn 2 Anti-bullying	Myself and my relationships	imbalance, power, stereotype	☐ Children are able to understand that those who display bullying behaviour often use their power over others e.g. excluding someone so that they feel isolated or physically threatening someone so that they are frightened. ☐ Children are able to explain the role of stereotyping in prejudice driven bullying. ☐ Children are able to suggest ways in which the school tries to stop bullying, suggest how parents/carers can help if their child is affected by bullying and demonstrate ways in which they can support the school's Anti-Bullying policy.
Spr 1 Working together	Citizenship	potential, unforeseen, enable	☐ know what sort of job they might be interested in by analysing their likes, dislikes and skills e.g. speaking and listening, being calm, making decisions, enjoying working outside, and being confident in front of a group. ☐ help others communicate effectively through listening, negotiation and debating in order to achieve an agreement
Spring 1 Diversity and communities	Citizenship	nationalities, cultures, ethnic groups	☐ describe the range of nationalities, cultures and ethnic groups that live in Britain and the make-up of our community to others e.g. natural or human disasters causing refugees, Roman, Saxon or Viking migrations or ☐ explain their own role in the community (e.g. helping others, respecting public spaces, and participating in local activities) and the contributions made by others (eg. helping others, respecting public spaces, and participating in local activities, and naming some voluntary organisations and volunteers (e.g. Rotary Club and the Littleport Lions Club) ☐ identify different forms of the media (E.g. in a charity leaflet, on a billboard, in a newspaper) and what they do and recognise that the media can influence the way we think. ☐ be able to name some ways of caring for the wider environment and the contribution they can make e.g. Eco-schools, reducing waste, minimising energy and water use, encouraging biodiversity.
Spring 2 Rights, rules and responsibilities	Citizenship	parliament, MPS, councils, councillors	☐ describe some of the rights in the United Nations Convention on the Rights of the Child (e.g. You have a right to the best health possible), explain some rights that adults have (the right to vote; the right to rent or buy a property; the right to choose whether to smoke and drink alcohol) and explain who is responsible for ensuring these rights are protected (e.g. ourselves as individuals, our families

			and communities, local and national government, and the international community.) ☐ state some of the rules and laws we have in our country, including legal ages, and know who is responsible for making and enforcing these. ☐ express their view on a social or moral question and explain their reasons, research a local issue and take part in a debate about a local issue. ☐ explain the role of a local council, of parliament and an MP, know who their local MP is and what his/her responsibilities are and describe the role of the Prime Minister
Spring 2 Online/Digital Safety	Healthier and safer lifestyles	safeguarding, protected, security	☐ give examples of risks for unprotected online identity. (e.g Data Breaches and Unauthorized Access, Phishing and Scams, Account Lockouts and Loss of Control) and know how to keep themselves safe against these risks. (e.g. Use Strong, Unique Passwords, Be Mindful of What You Share, Keep Software Updated, Review Privacy Settings) ☐ indicate ways to improve their own profiles (e.g. Limit Personal Information, Only accept friend or follower requests from people you actually know) ☐ explain how to keep their passwords safe (Use a mix of characters e.g. combination of uppercase and lowercase letters, numbers, and symbols , avoid personal information e.g. date of birth, your name, Avoid common patterns e.g "123456," "password,"
Summer 1 Managing safety and risks	Healthier and safer lifestyles	benefits, consequences, context	☐ describe situations where they are responsible for their own safety. identify ways their levels of responsibilities have changed and predict further possible changes. ☐ describe key aspects of keeping safe on the roads and explain particular dangers relating to cycling and relevant safety strategies. (e.g. the condition of the bike, correct clothing, wearing a helmet, planning a route; distractions to pedestrians such as using a mobile phone or using head/ear phones.) ☐ explain actions they might take in a familiar and unfamiliar situation requiring first aid and describe when and how to get help from an adult. (e.g. call for help, shake him/call his name/pinch his ear to get a response, see if he is breathing, listen for breath, look for the rise and fall of the chest, make sure there are no dangers around, check for bleeding.)
Summer 1 Personal Safety	Healthier and safer lifestyles	boundaries, intimate, qualities	☐ identify whether a secret feels safe (e.g. a surprise birthday party) or unsafe (e.g. if it makes them feel worried or if they are experiencing their Early Warning Signs) ☐ identify when physical contact breaks personal boundaries and understand that no-one should

			touch the intimate parts of their bodies ☐ give examples of how they can assess how safe a situation feels (e.g physical reaction, “Gut feeling”,)
Summer 1 Healthy Lifestyles	Healthier and safer lifestyles	guidelines, lifestyle, mental health	☐ understand the function of different nutrients and their age will determine the daily amounts of these as per guidelines ☐ state some of the influences on people’s lifestyle choices (e.g drink e.g. Likes & dislikes; health reasons; cost; look/packaging; friends suggest it; family always buy it; where produced; advertising) , know how the media tries to persuade people to choose certain foods (e.g. If you eat Special K you will be thin; if you drink Lucozade you will be good at football; if you eat chocolate you will be happy)and make suggestions which may influence others’ choices, based on truthful messages (e.g. Eating a balanced diet helps prevent illness; exercise helps relieve stress; drinking milk strengthens your bones and teeth) ☐ reflect on and take responsibility for their own choices in relation to healthy living and suggest changes which would make their lifestyle healthier
Summer 2 RSE	Healthier and safer lifestyles	reproduction, loving, trusting	☐ use scientific vocabulary to describe sexual reproduction (e.g. penis, vagina, vulva, testicles, nipples) ☐ describe some emotions associated with the onset of puberty (e.g. fancying people, moody, more independent from family, really wanting to fit in with friends, worried, excited.) ☐ name some strategies to deal with these emotions positively (e.g.acknowledging feelings, using coping mechanisms like exercise, journaling, breathing techniques, maintaining healthy routines (sleep/diet), and talking to trusted adults or professionals) ☐ share some characteristics of loving, trusting relationships (e.g. honesty, trust, respect and open communication between partners and they take effort and compromise from both people) ☐ name a few reasons a couple might choose to have children (e.g. Desire to nurture and love another being.Fulfillment and a sense of purpose/meaning in life.Experiencing the joys of raising a family and passing on values.Passing on genes or a legacy) ☐ describe some family arrangements which are different from their own. (e.g. Stepfamily, 2 dads or 2 mums, single parent, blended family)
Summer 2 Financial	Economic Wellbeing	supply, demand, trade, currencies	☐ begin to understand why money is important (e.g.meeting basic needs, security and stability, access to opportunities, etc.) , some of the history of money (e.g.barter,commodity money, coins, notes,

Capability			modern money like bank cards and digital payments) what supply and demand means and what currency is (e.g.) ☐ know some skills are needed for different occupations e.g. an accountant vs a plumber))and that different occupations have different rates of pay (e.g. job availability, sickness, size of company, lack of choice, qualifications). ☐ know that we don't keep all we earn and what happens to some of the deductions made (e.g. some support others in the community)
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