PHSE/RSE Progression & Embedded Knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Being Me in My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Vocabulary	*Problem, remember, responsible, together, angry, calm, chime, fair, glad, happy, kind, sad, stop, think, tidy, upset*	*Children, different, explain, family, adult, thoughtful, child, home, house, kind, others, same, special, stop, unique*	*Achieve, challenge, favourite, future, get better at, improve, keep trying, overcome, persevere, practice, tried hard, goal, job, kind, proud, unkind, win*	*Active, being fit, exercise, flushes, gentle, healthy, heartbeat, peaceful, relaxed, safe places, safe adult, dirty, hot, rhythm, sleep, strong, wash*	*Different, friendly, in pairs, included, relationships, respect, straight away, together, welcome, family, friend, group, happy, kind, lonely, sad, unkind*	*Eyebrow, forehead, tongue, finger, stomach, grown-up, change, worry, excited, memories, healthy, grow child, eye, foot, ear, mouth, arm, leg, chest, knee, nose, toe, hand, baby, adult*
Embedded knowledge	• I understand how it feels to belong and that we are similar and different. • I understand how feeling happy and sad can be expressed. • I can work together and consider other people's feelings. • I can use gentle hands and understand that it is good to be kind to people. • I am starting to understand children's rights and this means we should all be allowed to learn and play. • I am learning what being responsible means.	• I know how it feels to be proud of something I am good at • I can tell you one way I am special and unique • I know that all families are different • I know there are lots of different homes • I can tell you how I could make new friends • I can use my words to stand up for myself	• I understand what a challenge means • I can keep trying until I can do something • I can set a goal and work towards it • I know some kind words which can encourage people • I can start to think about the jobs I might like to do when I'm older • I can feel proud when I achieve a goal	• I know the names for some parts of my body and am starting to understand that I need to be active to be healthy • I can tell you some of the things I need to do to be healthy. • I know what the word 'healthy' means and that some foods are healthier than others. • I know how to help myself go to sleep and that sleep is good for me. • I can wash my hands and know it is important to do this before I eat and after I go to the toilet. • I know who my safe adults are and how to stay safe if they are not close by me.	• I can tell you about my family. • I understand how to make friends if I feel lonely. • I can tell you some of the things I like about my friends. • I know what to say and do if somebody is mean to me. • I can use Calm Me time to manage my feelings. • I can work together and enjoy being with my friends.	• I can name parts of my body and show respect for myself. • I can tell you some things I can do and some food I can eat to be healthy. • I understand that we all start as babies and grow into children and then adults. • I know that I grow and change. • I can talk about how I feel moving to School from Nursery. • I can remember some fun things about Nursery this year.
Reception	**Being Me in My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Vocabulary	*Different, feelings, nervous, responsibilities, taking turns, turn taking, angry, choice, excited, friend, gentle, happy, kind, learn, rights, sad, share, similar, unique*	*Differences, different, friendship, frightened, similar, similarities, family, friends, happy, home, kind, proud, sad, special, unique, unkind*	*Achieve, challenge, difficult, dreams, encourage, frustrated, future, keep trying, persevere, reward, ear, goal, job, kind, proud, skills*	*Asleep, challenge, exercise, healthy, hygiene, movement, less healthy, stranger, worried, unexpected, unplanned, clean, germs, rest, safe, scared, sleep, teeth, stretch*	*Family, friends, relationships, lonely, jobs, argue, angry, upset, feelings, Calm Me,*	*Eyebrow, forehead, tongue, finger, stomach, grown-up, change, worry, excited, memories, healthy, eye, foot, ear, mouth, arm, leg, chest,*

						knee, nose, toe, hand, baby, child, adult
Embedded knowledge	• I understand how it feels to belong and that we are similar and different. • I can start to recognise and manage my feelings. • I enjoy working with others to make school a good place to be. • I understand why it is good to be kind and use gentle hands. • I am starting to understand children's rights and this means we should all be allowed to learn and play. • I am learning what being responsible means.	• I can identify something I am good at and understand everyone is good at different things. • I understand that being different makes us all special. • I know we are all different but the same in some ways. • I can tell you why I think my home is special to me. • I can tell you how to be a kind friend. • I know which words to use to stand up for myself when someone says or does something unkind.	• I understand that if I persevere, I can tackle challenges. • I can tell you about a time I didn't give up until I achieved my goal. • I can set a goal and work towards it. • I can use kind words to encourage people. • I understand the link between what I learn now and the job I might like to do when I'm older. • I can say how I feel when I achieve a goal and know what it means to feel proud.	• I know the names for some parts of my body and am starting to understand that I need to be active to be healthy • I can tell you some of the things I need to do to be healthy. • I know what the word 'healthy' means and that some foods are healthier than others. • I know how to help myself go to sleep and that sleep is good for me. • I can wash my hands and know it is important to do this before I eat and after I go to the toilet. • I know who my safe adults are and how to stay safe if they are not close by me.	• I can identify some of the jobs I do in my family and how I feel like I belong. • I know how to make friends to stop myself from feeling lonely. • I can think of ways to solve problems and stay friends. • I am starting to understand the impact of unkind words. • I can use Calm Me time to manage my feelings. • I know how to be a good friend.	• I can name parts of the body. • I can tell you some things I can do and foods I can eat to be healthy. • I understand that we all grow from babies to adults. • I can express how I feel about moving to Year 1. • I can talk about my worries and/or the things I am looking forward to about being in Year 1. • I can share my memories of the best bits of this year in Reception.
Year 1	**What is the same and different about us?** **RSE material-me and my friends- To know what it means to be a good friend**	**Who is special to us?**	**What helps us stay healthy?**	**What can we do with money?**	**How can we look after each other and the world?**	**Who helps to keep us safe?**
Vocabulary	*Like, dislike, special, similarities, difference, individuality, ourselves, qualities, strengths, unique*	*Family, belonging, group, love, care, special, similarities, differences, happy, unhappy, worried.*	*Healthy, hygiene, medicines, immunisations, doctor, dentist, nurse, paramedic, optician*	*Money, employment, saving, bank, spending, choices, needs, wants, safe, earn, borrow, presents.*	*Community, help, jobs, professional, support, unsafe, worried, safety, police, teacher, parent, trusted adult.*	*growing, changing, kind, unkind, behaviour, polite, responsibility, care, environment, local, global.*
Embedded knowledge	• what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them	• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel	• what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents)	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and

	• how they are similar or different to others, and what they have • in common • to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private RSE material-me and my friends	• what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/ enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried	• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, • e.g. brushing teeth and hair, hand washing	• how people make choices about what to do with money, • including spending and saving • the difference between needs and wants - that people may not • always be able to have the things they want • how to keep money safe and the different ways of doing this	situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say	situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
Year 2	**How do we recognise our feelings?** **Zippy Module 1** **Feelings**	**What is bullying?** **Zippy Module 2** **Communication** **RSE material- my little book of manners. To understand the importance of manners.**	**What makes a good friend?** **Zippy Module 3** **Making and breaking relationships.**	**What can help us grow and stay healthy?** **Zippy Module 4** **Solving problems**	**What jobs do people do?** **Zippy Module 5** **Dealing with change and loss**	**What helps us to stay safe?** **Zippy Module 6** **Moving forward**
Vocabulary	*Friendship, rejection, loneliness resolve, communication relationship, trust*	*conflict resolution, solutions bullying, teasing, uncomfortable, difficult resolve*	Roles, responsibilities, jobs strengths, interests aspirations, money, earn	*Safety, pressure, hazards trust, safe, unsafe*	*healthy, balanced diet exercise, personal hygiene rest, hydration*	*Emotion, happy, sad, angry annoyed, jealous, nervous coping, communication listening, trust, change loss, death, grief, memories*
Embedded knowledge	• how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend	• how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people • they know or people who work in their community	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, • including dental health	• how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different

	• how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy	contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bulling and deliberately • excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so RSE material- my little book of manners.	• how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life	situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them	• how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun	feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their • behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it
Year 3	**What are families like?** **Apple – Module 1**	**What makes a community?** **Apple- Module 2**	**How can we be a good friend?** **To understand what makes a good friend and what friendship means (RSE material- making friends).** **Apple- Module 3**	**What keeps us safe?** **Apple- Module 4**	**Why should we eat well and look after our teeth?** **Apple- Module 5**	**Why should we keep active and sleep well?** **Apple- Module 6**
Vocabulary	family, different, structure, positive features, care, advice, relationships	Community, faith, diverse, values, respect	friendship, wellbeing, positive, loneliness, excluded, feelings, qualities, difficulties, problems, arguments, disputes, unhappy, uncomfortable, unsafe, support	hazards, safety, protected, body, belongs, permission, uncomfortable, pressure, health, hygiene, safe, healthy, medicines, allergies, accident, injuries, emergency	Healthy, diet, nutrition, hygiene, balance, influence, dental	physical, balance, influence, wellbeing, health, routine
Embedded knowledge	• how families differ from each other (including that not every family has the same family structure • how common features of positive family life often	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community;	• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafehow friendships support wellbeing and the importance of	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g.	• how to eat a healthy diet and the benefits of nutritionally rich • foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist	• how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity,

	include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this **Session 1 - Introductions and Agreement** To introduce children to Apple's Friends and prepare to enthuse them. **Session 2 - Our feelings** To help children identify and talk about their own and others' feelings, and to identify the appropriate coping techniques for difficult feelings **Session 3 - How to feel better** To practice generating and choosing solutions which can help children to cope with difficult feelings and situations, for themselves and others. **Session 4 - Complete the story: 'Waking up'** To help children identify other people's feelings and to generate solutions to help them.	how different groups • make up the wider/local community around the school • how the community helps everyone to feel included and values • the different contributions that people make • how to be respectful towards people who may live differently to them **Session 1 - Listening skills** To help children to practise how to be good listeners **Session 2 - Saying what you want to say** To strengthen children's abilities to say what they want to say, using five simple rules. **Session 3 - Speaking in difficult situations** To give children practice in saying what they want to say in difficult situations, using the five rules **Session 4 - Complete the story: 'Weekend plans'** To give children the opportunity to practise the skills of empathy, developing strategies for coping with	seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support. RSE Materials: Beat Bullying (P58), Making Friends (P66 **Session 1 -What makes a good friend?** **Session 2 - Coping with loneliness and rejection**	wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that • makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) **Session 1 - Who can help me?** To help children to think about who can help them in different situations. **Session 2 - Steps to a helpful solution** To help children practise how to calm down and find ways to a helpful solution.	• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care **Session 1 - Change is part of life** To help children understand that changes are part of life and that we can adapt successfully to new circumstances. **Session 2 - Different types of change** To help children practise how to help themselves feel better in situations that cannot be changed. **Session 3 - Coping with loss** To help children cope with loss and to see that there are ways to make themselves – and others – feel better. **Session 4 - Complete the story: 'Tommy's holiday'** To help children generate coping strategies for difficult	including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and • rest and who to talk to if they are worried **Session 1 - Dealing with disappointment** To help children to learn to cope with disappointment. **Session 2 - Ways to cope with worries** To give children the opportunity to express their worries and practise helping themselves and others to cope with anxiety. **Session 3 - Complete the story: 'End of the holidays'** To give children the opportunity to practise the skills they have developed. **Session 4 - Celebrating together** To help the children reflect on what they have learned over the year and celebrate what they have learned.

		difficulties, and good communication.	**Session 3 - problems between friends** **Session 4 - Complete the story: 'new neighbours'**	**Session 3 - Contract against bullying/Our wishes for our class** To agree rules about bullying, and to produce a class agreement or contract. **Session 4 - Complete the story: 'Big kids' football'** To practise the skills of empathy, developing coping strategies, and offering and seeking help in difficult situations.	situations such as family break-up.	
Year 4	**What strengths, skills and interests do we have?**	**How do we treat each other with respect?** **(RSE materials- Respecting differences) To understand the need to respect differences, accept our differences and strengthen our uniqueness**	**How can we manage our feelings?**	**How can drugs common to everyday life affect health?**	**How can our choices make a difference to others and the environment?**	**How can we manage risk in different places?**

Vocabulary	skills, interests, qualities, individuality, self-worth, personal attributes, goals, self-esteem, mistakes, achievements, set-backs, unhelpful thinking	behaviour, respectful, rights, responsibilities, privacy, discrimination, exclusion, inappropriate, concerns	feelings, change, different levels of intensity, expression, circumstances, loss, grief, support, advice, managing feelings	drugs, smoking, vaping, nicotine, alcohol, health, wellbeing, legal, illegal, laws, risks, habit, organisations/charities, concerns, trusted adult	protect, environment, fairtrade, charity, responsibilities, compassion, topical issues	influenced, peer, impact, appropriate, inappropriate, rules, restrictions, laws, anti-social
Embedded knowledge	• how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests • contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking	• how people's behaviour affects themselves and others, • including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical	• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be • expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or • others' feelings	• how drugs common to everyday life (including smoking/vaping • nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs	• how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and • compassionate way	• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online • content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.

		contact) – how to report concerns RSE Materials: Respecting difference				
Year 5	**What makes up our identity?** **Passport- Module 1 Emotions**	**What decisions can people make with money?**	**How can we help in an accident or emergency?** **Passport- Module 2 Relationships and helping each other**	**How can friends communicate safely?** **Passport- Module 3 Difficult situations**	**How will we grow and change?** **Passport- Module 4 Fairness, justice and what is right** **RSE Material- Friendship cookies/ manifesto.** **RSE materials- Keeping safe**	**What jobs would we like?** **Passport- Module 5 Change**
Vocabulary	Identity, characteristics achievements, strengths stereotypes, prejudice attributes, assumptions beliefs, fair	financial risk, budget, profit investment, inflation value, gain, bankrupt bank account, influence critical consumer	Emergency, dangers and hazards, casualty, injuries allergy, bites and stings airways, respiratory rate swelling, infection, anaphylaxis inhaler, lungs, asthma inhale/exhale inflate/deflate, bleeding minor/severe, heart veins/arteries, shock, oxygen red/white blood cells, obstruction, windpipe back blows, burns/scalds blisters	Consent, coping strategies Emotions, relationships self-respect, conflict mental health, challenges peer influence, peer approval online actions, consequence online, personal boundaries harassment, trolling private, prejudice, responsibility	reproduction human development, puberty pubic hair, mood swings hormones, adolescence penis, testicles, breasts menstruation, period, sperm eggs	Career, qualifications Skills, training, university College, training paid/unpaid (voluntary) apprenticeships b
Embedded knowledge	• how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)	• how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current	• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of	• about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene	• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be

	• how individuality and personal qualities make up someone's identity • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others	accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions	• seeking adult help	online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	routines change during puberty • how to ask for advice and support about growing and changing and puberty	voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

Year 6	**How can we keep healthy as we grow?** **RSE Materials: Getting Consent (P64), Happy and Safe Relationships (P40)**		**How can the media influence people?** **To understand the effects of bullying on others (RSE material- Ant bullying week).**		**What will change as we become more independent?** **To understand that stereotyping is a type of prejudice (RSE materials- What is a stereotype).**	**How do friendships change as we grow?**
Vocabulary	Sleep, influences, mental health, physical health, strategies Positive, balance, illegal/legal, choices		Media, consent, content, risks, rules, manipulated, images choices, mental health, negative/positive		Relationships, commitment gender, faith, ethnicity	Puberty, childhood opportunity, change responsibility, hygiene transition

Embedded knowledge	• how mental and physical health are linked
	• how positive friendships and being involved in activities such as clubs and community groups support wellbeing
	• how to make choices that support a healthy, balanced lifestyle including:
	  ◦ how to plan a healthy meal
	  ◦ how to stay physically active
	  ◦ how to maintain good dental health, including oral hygiene, food and drink choices
	• how to benefit from and stay safe in the sun
	• how and why to balance time spent online with other activities
	• how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
	• how to manage the influence of friends and family on health choices
	• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
			• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
			• that not everything should be shared online or social media and that there are rules about this, including the distribution of images
			• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
			• how text and images can be manipulated or invented; strategies
			• to recognise this
			• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
			• to recognise unsafe or suspicious content online and what to do about it
			• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
			• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
					• that people have different kinds of relationships in their lives, including romantic or intimate relationships
					• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
						• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
						• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
						• how puberty relates to growing from childhood to adulthood
						• about the reproductive organs and process. How babies are conceived and born and how they need to be cared for. (Parental permission needed)
						• That there are ways to prevent a baby being

	• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support RSE Materials: Getting Consent (P64), Happy and Safe Relationships (P40)	• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints		made. (Parental permission needed) • how growing up and becoming more independent comes with • increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing