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|  | **EYFS**  |
| ***Communication and language*** * Listen attentively and respond to what they hear with relevant questions, comments and actions
* Hold conversations when engaged in back-and-forth exchanges with their teachers and peers
* Participate in small group, class and one-to-one discussions, offering own idea
* Express their ideas and feelings about their experiences,

***Personal, Social, Emotional Development**** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
* Work and play cooperatively and take turns with others
* Form positive attachments to adults and friendships with peers
* Show sensitivity to their own and to others’ needs
 | ***Physical Development*** * Negotiate space and obstacles safely, with consideration for themselves and others

***Mathematics*** ***Understanding the world*** * Talk about the lives of the people around them and their roles in society
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

***Expressive Arts and Design*** * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
* Share their creations, explaining the process they have used
* Perform songs, rhymes, poems and stories with others

***Literacy*** * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
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**Key Stage One**

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| **Year 1** |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families and friendships*** Talk about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers
* Understand the role these different people play in children’s lives and how they care for them
* Know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.
* Know about the importance of telling someone — and how to tell them — if they are worried about something in their family

**Safe relationships*** Talk about situations when someone’s body or feelings might be hurt and whom to go to for help
* Understand what it means to keep something private, including parts of the body that are private
* Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
* Know how to respond if being touched makes them feel uncomfortable or unsafe
* Identify when it is important to ask for permission to touch others
* Know how to ask for and give/not give permission

**Respecting ourselves and others*** Explain what kind and unkind behaviour mean in and out school
* Know how kind and unkind behaviour can make people feel
* Explain what respect means
* Know about class rules, being polite to others, sharing and taking turns
 | **Belonging to a community*** Give examples of rules in different situations, e.g. class rules, rules at home, rules outside
* Know different people have different needs
* Explain how we care for people, animals and other living things in different ways
* Know how they can look after the environment, e.g. recycling

**Media literacy and digital resilience*** Know how and why people use the internet
* Explain the benefits of using the internet and digital devices
* Know how people find things out and communicate safely with others online

**Money and work*** Know that everyone has different strengths, in and out of school
* Explain how different strengths and interests are needed to do different jobs
* Talk about people whose job it is to help us in the community
* Know about different jobs and the work people do
 | **Physical health and Mental wellbeing*** Know what it means to be healthy and why it is important
* Talk about ways to take care of themselves on a daily basis
* Know basic hygiene routines, e.g. hand washing
* Discuss healthy and unhealthy foods, including sugar intake
* Discuss physical activity and how it keeps people healthy
* Talk about different types of play, including balancing indoor, outdoor and screen-based play
* Know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
* Know how to keep safe in the sun

**Growing and changing*** Recognise what makes them special and unique including their likes, dislikes and what they are good at
* Know how to manage and whom to tell when finding things difficult, or when things go wrong
* Know how they are the same and different to others
* Talk about different kinds of feelings
* Know how to recognise feelings in themselves and others
* Discuss how feelings can affect how people behave

**Keeping safe*** Know how rules can help to keep us safe
* Identify why some things have age restrictions, e.g. TV and film, games, toys or play areas
* Know basic rules for keeping safe online
* Know whom to tell if they see something online that makes them feel unhappy, worried, or scared
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| **Year 2** |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families and friendships*** Know how to be a good friend, e.g. kindness, listening, honesty
* Talk about different ways that people meet and make friends
* Identify strategies for positive play with friends, e.g. joining in, including others, etc.
* Know what causes arguments between friends
* Know how to positively resolve arguments between friends
* Discuss how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else

**Safe relationships*** Know how to recognise hurtful behaviour, including online
* Identify what to do and whom to tell if they see or experience hurtful behaviour, including online
* Discuss what bullying is and different types of bullying
* Know how someone may feel if they are being bullied
* Talk about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help
* Know how to resist pressure to do something that feels uncomfortable or unsafe
* Discuss how to ask for help if they feel unsafe or worried and what vocabulary to use

**Respecting ourselves and others*** Identify the things they have in common with their friends, classmates, and other people
* Know how friends can have both similarities and differences
* Know how to play and work cooperatively in different groups and situations
* Discuss how to share their ideas and listen to others, take part in discussions, and give reasons for their views
 | **Belonging to a community*** Understand about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups
* Know about different rights and responsibilities that they have in school and the wider community
* Talk about how a community can help people from different groups to feel included
* Recognise that they are all equal, and ways in which they are the same and different to others in their community

**Media literacy and digital resilience*** Know the ways in which people can access the internet e.g. phones, tablets, computers
* Recognise the purpose and value of the internet in everyday life
* Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos
* Understand that information online might not always be true

**Money and work*** Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments
* Understand how money can be kept and looked after
* Talk about getting, keeping and spending money
* Understand that people are paid money for the job they do
* Recognise the difference between needs and wants
* Discuss how people make choices about spending money, including thinking about needs and wants
 | **Physical health and Mental wellbeing*** Talk about routines and habits for maintaining good physical and mental health
* Know why sleep and rest are important for growing and keeping healthy
* Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
* Know the importance of, and routines for, brushing teeth and visiting the dentist
* Talk about food and drink that affect dental health
* Describe and share a range of feelings
* Identify ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
* Know how to manage big feelings including those associated with change, loss and bereavement
* Discuss when and how to ask for help, and how to help others, with their feelings

**Growing and changing*** Know about the human life cycle and how people grow from young to old
* Identify how our needs and bodies change as we grow up
* Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
* Discuss change as people grow up, including new opportunities and responsibilities
* Prepare to move to a new class and setting goals for next year

**Keeping safe*** Know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
* Discuss how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’
* Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
* Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
* Talk about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
* Know how to respond if there is an accident and someone is hurt
* Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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**Key Stage Two**

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| **Year 3** |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families & friendships*** Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
* Know that being part of a family provides support, stability and love
* Understand the positive aspects of being part of a family, such as spending time together and caring for each other
* Talk about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
* Identify if/when something in a family might make someone upset or worried
* Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe

**Safe Relationships*** Know what is appropriate to share with friends, classmates, family and wider social groups including online
* Talk about what privacy and personal boundaries are, including online
* Identify basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
* Understand that bullying and hurtful behaviour is unacceptable in any situation
* Know about the effects and consequences of bullying for the people involved
* Understand bullying online, and the similarities and differences to face-to-face bullying
* Know what to do and whom to tell if they see or experience bullying or hurtful behaviour

**Respecting ourselves & others*** Recognise respectful behaviours e.g. helping or including others, being responsible
* Model respectful behaviour in different situations e.g. at home, at school, online
* Understand the importance of self-respect and their right to be treated respectfully by others
* Know what it means to treat others, and be treated, politely
* Discuss the ways in which people show respect and courtesy in different cultures and in wider society
 | **Belonging to a community*** Know the reasons for rules and laws in wider society
* Understand the importance of abiding by the law and what might happen if rules and laws are broken
* Know what human rights are and how they protect people
* Identify basic examples of human rights including the rights of children
* Know they have rights and also responsibilities
* Understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

**Media literacy and digital resilience*** Know how the internet can be used positively for leisure, for school and for work
* Recognise that images and information online can be altered or adapted and the reasons for why this happens
* Talk about strategies to recognise whether something they see online is true or accurate
* Evaluate whether a game is suitable to play or a website is appropriate for their age-group
* Make safe, reliable choices from search results
* Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication

**Money and work*** Know about jobs that people may have from different sectors e.g. teachers, business people, charity work
* Understand that people can have more than one job at once or over their lifetime
* Identify common misconceptions and gender stereotypes related to work
* Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM
* Talk about some of the skills needed to do a job, such as teamwork and decision-making
* Recognise their interests, skills and achievements and how these might link to future jobs
* Discuss how to set goals that they would like to achieve this year e.g. learn a new hobby
 | **Physical health and Mental wellbeing*** Know about the choices that people make in daily life that could affect their health
* Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)
* Discuss what can help people to make healthy choices and what might negatively influence them
* Talk about habits and that sometimes they can be maintained, changed or stopped
* Identify the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
* Know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
* Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health
* Talk about the things that affect feelings both positively and negatively
* Be able to identify and talk about their feelings
* Discuss some of the different ways people express feelings e.g. words, actions, body language
* Recognise how feelings can change overtime and become more or less powerful

**Growing and changing*** Know that everyone is an individual and has unique and valuable contributions to make
* Recognise how strengths and interests form part of a person’s identity
* Identify their own personal strengths and interests and what they’re proud of (in school, out of school)
* Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues
* Know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

**Keeping safe*** Identify typical hazards at home and in school
* Predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
* Know about fire safety at home including the need for smoke alarms
* Discuss the importance of following safety rules from parents and other adults
* Know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
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| **Year 4** |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families & friendships*** Discuss the features of positive healthy friendships such as mutual respect, trust and sharing interests
* Know strategies to build positive friendships
* Know how to seek support with relationships if they feel lonely or excluded
* Demonstrate how to communicate respectfully with friends when using digital devices
* Discuss how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know
* Know what to do or whom to tell if they are worried about any contact online

**Safe Relationships*** Be able to differentiate between playful teasing, hurtful behaviour and bullying, including online
* Know how to respond if they witness or experience hurtful behaviour or bullying, including online
* Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable
* Know how to manage pressures associated with dares
* Discuss when it is right to keep or break a confidence or share a secret
* Recognise risks online such as harmful content or contact
* Know how people may behave differently online including pretending to be someone they are not
* Identify how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online

**Respecting ourselves & others*** Recognise differences between people such as gender, race, faith
* Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
* Talk about the importance of respecting the differences and similarities between people
* Use vocabulary to sensitively discuss difference and include everyone
 | **Belonging to a community*** Know the meaning and benefits of living in a community
* Recognise that they belong to different communities as well as the school community
* Talk about the different groups that make up and contribute to a community
* Identify the individuals and groups that help the local community, including through volunteering and work
* Demonstrate how to show compassion towards others in need and the shared responsibilities of caring for them

**Media literacy and digital resilience*** Know that everything shared online has a digital footprint
* Understand that organisations can use personal information to encourage people to buy things
* Recognise what online adverts look like
* Compare content shared for factual purposes and for advertising
* Discuss why people might choose to buy or not buy something online e.g. from seeing an advert
* Know that search results are ordered based on the popularity of the website and that this can affect what information people access

**Money and work*** Understand how people make different spending decisions based on their budget, values and needs
* Know how to keep track of money and why it is important to know how much is being spent
* Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them
* Discuss how people spending money can have positive or negative effects on others e.g. charities, single use plastics
 | **Physical health and Mental wellbeing*** Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
* Know what good physical health means and how to recognise early signs of physical illness
* Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary
* Know how to maintain oral hygiene and dental health, including how to brush and floss correctly
* Discuss the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

**Growing and changing*** Identify external genitalia and reproductive organs
* Talk about the physical and emotional changes during puberty
* Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
* Understand strategies to manage the changes during puberty including menstruation
* Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant
* Discuss the challenges of puberty with a trusted adult
* Know how to get information, help and advice about puberty

**Keeping safe*** Discuss the importance of taking medicines correctly and using household products safely
* Recognise what is meant by a ‘drug’
* Know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
* Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
* Identify some of the risks associated with drugs common to everyday life
* Understand that for some people using drugs can become a habit which is difficult to break
* Know how to ask for help or advice
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| **Year 5** |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families & friendships*** Know what makes a healthy friendship and how they make people feel included
* Understand strategies to help someone feel included
* Discuss peer influence and how it can make people feel or behave
* Know the impact of the need for peer approval in different situations, including online
* Understand strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
* Know that it is common for friendships to experience challenges
* Demonstrate strategies to positively resolve disputes and reconcile differences in friendships
* Know that friendships can change over time and the benefits of having new and different types of friends
* Recognise if a friendship is making them feel unsafe, worried, or uncomfortable
* Know when and how to seek support in relation to friendships

**Safe Relationships*** Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
* Discuss how to ask for, give and not give permission for physical contact
* Know how it feels in a person’s mind and body when they are uncomfortable
* Understand that it is never someone’s fault if they have experienced unacceptable contact
* Respond to unwanted or unacceptable physical contact
* Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
* Identify whom to tell if they are concerned about unwanted physical contact

**Respecting ourselves & others*** Recognise that everyone should be treated equally
* Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
* Understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
* Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
* Know the impact of discrimination on individuals, groups and wider society
* Discuss ways to safely challenge discrimination
* Know how to report discrimination online
 | **Belonging to a community*** Talk about how resources are allocated and the effect this has on individuals, communities and the environment
* Know the importance of protecting the environment and how everyday actions can either support or damage it
* Show compassion for the environment, animals and other living things
* Know about the way that money is spent and how it affects the environment
* Express their own opinions about their responsibility towards the environment

**Media literacy and digital resilience*** Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise
* Discuss basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
* Know that some media and online content promote stereotypes
* Assess which search results are more reliable than others
* Recognise unsafe or suspicious content online
* Know how devices store and share information

**Money and work*** Identify jobs that they might like to do in the future
* Talk about the role ambition can play in achieving a future career
* Know how or why someone might choose a certain career
* Discuss what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values
* Identify the importance of diversity and inclusion to promote people’s career opportunities
* Talk about stereotyping in the workplace, its impact and how to challenge it
* Know that there is a variety of routes into work e.g. college, apprenticeships, university, training
 | **Physical health and Mental wellbeing*** Know how sleep contributes to a healthy lifestyle
* Talk about healthy sleep strategies and how to maintain them
* Discuss the benefits of being outdoors and in the sun for physical and mental health
* Know how to manage risk in relation to sun exposure, including skin damage and heat stroke
* Know how medicines can contribute to health and how allergies can be managed
* Understand that some diseases can be prevented by vaccinations and immunisations
* Know that bacteria and viruses can affect health
* Discuss how they can prevent the spread of bacteria and viruses with everyday hygiene routines
* Recognise the shared responsibility of keeping a clean environment

**Growing and changing*** Talk about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
* Know that for some people their gender identity does not correspond with their biological sex
* Discuss how to recognise, respect and express their individuality and personal qualities
* Know ways to boost their mood and improve emotional wellbeing
* Know about the link between participating in interests, hobbies and community groups and mental wellbeing

**Keeping safe*** Identify when situations are becoming risky, unsafe or an emergency
* Identify occasions where they can help take responsibility for their own safety
* Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
* Know how to deal with common injuries using basic first aid techniques
* Understand how to respond in an emergency, including when and how to contact different emergency services
* Know that female genital mutilation (FGM) is against British law
* Know what to do and whom to tell if they think they or someone they know might be at risk of FGM
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| **Year 6** |
| **Substantive Knowledge** | **Relationships** | **Living in the Wider World** | **Health & Wellbeing** |
| **Families & friendships*** Understand what it means to be attracted to someone and different kinds of loving relationships
* Know that people who love each other can be of any gender, ethnicity or faith
* Discuss the difference between gender identity and sexual orientation and everyone’s right to be loved
* Talk about the qualities of healthy relationships that help individuals flourish
* Understand ways in which couples show their love and commitment to one another, including those who are not married or who live apart
* Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
* Know that people have the right to choose whom they marry or whether to get married
* Understand that to force anyone into marriage is illegal
* Identify how and where to report forced marriage or ask for help if they are worried

**Safe Relationships*** Compare the features of a healthy and unhealthy friendship
* Talk about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
* Identify strategies to respond to pressure from friends including online
* Discuss how to assess the risk of different online ‘challenges’ and ‘dares’
* Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
* Know how to get advice and report concerns about personal safety, including online
* Understand what consent means and how to seek and give/not give permission in different situations

**Respecting ourselves & others*** Understand the link between values and behaviour and how to be a positive role model
* Discuss issues respectfully
* Listen to and respect other points of view
* Constructively challenge points of view they disagree with
* Know ways to participate effectively in discussions online and manage conflict or disagreements
 | **Belonging to a community*** Understand what prejudice means
* Differentiate between prejudice and discrimination
* Recognise acts of discrimination
* Discuss strategies to safely respond to and challenge discrimination
* Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
* Know how stereotypes are perpetuated and how to challenge this

**Media literacy and digital resilience*** Understand the benefits of safe internet use e.g. learning, connecting and communicating
* Know how and why images online might be manipulated, altered, or faked
* Recognise when images might have been altered
* Know why people choose to communicate through social media and some of the risks and challenges of doing so
* Understand that social media sites have age restrictions and regulations for use
* Know the reasons why some media and online content is not appropriate for children
* Understand how online content can be designed to manipulate people’s emotions and encourage them to read or share things
* Talk about sharing things online, including rules and laws relating to this
* Recognise what is appropriate to share online
* Report inappropriate online content or contact

**Money and work*** Discuss the role that money plays in people’s lives, attitudes towards it and what influences decisions about money
* Talk about value for money and how to judge if something is value for money
* Know how companies encourage customers to buy things and why it is important to be a critical consumer
* Understanding how having or not having money can impact on a person’s emotions, health and wellbeing
* Identify common risks associated with money, including debt, fraud and gambling
* Know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
* Know how to get help if they are concerned about gambling or other financial risks
 | **Physical health and Mental wellbeing*** Know that mental health is just as important as physical health and that both need looking after
* Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
* Identify how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
* Discuss positive strategies for managing feelings
* Know that there are situations when someone may experience mixed or conflicting feelings
* Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
* Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
* Identify where they and others can ask for help and support with mental wellbeing in and outside school
* Know the importance of asking for support from a trusted adult
* Talk about the changes that may occur in life including death, and how these can cause conflicting feelings
* Understand that changes can mean people experience feelings of loss or grief
* Know about the process of grieving and how grief can be expressed
* Discuss strategies that can help someone cope with the feelings associated with change or loss
* Identify how to ask for help and support with loss, grief or other aspects of change
* Talk about how balancing time online with other activities helps to maintain their health and wellbeing
* Discuss strategies to manage time spent online and foster positive habits e.g. switching phone off at night
* Know what to do and whom to tell if they are frightened or worried about something they have seen online

**Growing and changing*** Recognise some of the changes as they grow up e.g. increasing independence
* Talk about what being more independent might be like, including how it may feel
* Know about the transition to secondary school and how this may affect their feelings
* Discuss how relationships may change as they grow up or move to secondary school
* Know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
* Identify the links between love, committed relationships and conception
* Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
* Know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
* Know that pregnancy can be prevented with contraception
* Understand about the responsibilities of being a parent or carer and how having a baby changes someone’s life

**Keeping safe*** Know how to protect personal information online
* Identify potential risks of personal information being misused
* Identify strategies for dealing with requests for personal information or images of themselves
* Identify types of images that are appropriate to share with others and those which might not be appropriate
* Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
* Understand what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
* Report the misuse of personal information or sharing of upsetting content/ images online
* Know about the different age rating systems for social media, T.V, films, games and online gaming
* Discuss why age restrictions are important and how they help people make safe decisions about what to watch, use or play
* Talk about the risks and effects of different drugs
* Know about the laws relating to drugs common to everyday life and illegal drugs
* Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
* Know about the organisations where people can get help and support concerning drug use
* Know how to ask for help if they have concerns about drug use
* Talk about mixed messages in the media relating to drug use and how they might influence opinions and decisions
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