

powerful RSHE

By the time they leave, pupils will:

- Respect others, even when they are different from them, and expect to be treated with respect by others
- Understand the importance of self-respect and how it links to their own happiness
- Understand and know the benefits of diversity
- Have an awareness of stereotypes and about prejudice, and how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- Know about different family structures and how they can all provide love, security and stability, even in times of difficulty
- Know characteristics of healthy relationships, boundaries within different relationships, how to maintain, repair and restore relationships, how to recognise if relationships are making them feel unhappy, and how to seek help and advice from others when needed
- Know appropriate, inappropriate, and unsafe physical, and other, contact with children and adults
- Know how to ask for advice or help, until their concern is heard, in a variety of contexts
- Know how to keep safe in a variety of contexts, be able to identify when situations are becoming risky or unsafe and how to respond in an emergency
- Understand the impact of bullying, the responsibility of bystanders and know how to get help, if necessary
- Show courtesy and manners
- Know that mental health, just like physical health, is a part of daily life and know strategies to respond to feelings
- Know the benefits of medicines and vaccines, and recognise laws surrounding legal and illegal drugs
- Understand the process of reproduction and birth as part of the human life cycle
- Recognise and understand the importance of shared responsibility for keeping the environment clean
- Be aware of the benefits and dangers of the internet, recognise risks and harmful content, and know how to report issues
- Know texts and images on the media can be manipulated and know strategies to evaluate the reliability of sources and identify misinformation
- Be aware of different attitudes to saving and spending money and understand associated risks

EYFS links

Self-Regulation

- Express their feelings and consider the feelings of others; show resilience and perseverance in the face of challenge; identify and moderate their own feelings socially and emotionally; think about the perspectives of others; manage their own needs.
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- 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.

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

Relationships, Sex and Health Education sits at the heart of this vision through its insistence on self-knowledge: who am I, how do I treat others well, and how do I keep myself safe and well? Our RSHE curriculum is designed not merely to inform, but to equip, building in pupils the knowledge, vocabulary and confidence to build healthy relationships, understand their own bodies and minds, and ask for help when they need it.

We are guided by the principle of Powerful Personal Knowledge: the understanding that emerges when disciplinary skill meets substantive knowledge. This knowledge is emancipatory: it builds self-respect and the respect of others, challenges harmful norms, and is fundamental in developing the resilience and self-awareness needed to navigate relationships, health and risk safely. It allows children to recognise when something is wrong and to know how to seek help. It progresses communities.

	Disciplinary Skills: the skills of a reflective, responsible citizen How we manage feelings and relationships, assess risk, and seek help, for ourselves and for others. At Mill View we use: Relationships, Health and Wellbeing, and Living in the Wider World skills progression · Key Questions · A spiral curriculum, returning to themes with increasing maturity · Knowledge Organisers
	Substantive Knowledge: the knowledge of a reflective, responsible citizen The factual content, vocabulary and safeguarding knowledge that pupils need to stay healthy, safe and respectful of others. At Mill View we use: Key Questions · Curriculum Objectives · Progressive planning of units · Knowledge Organisers including key vocabulary for each unit

Powerful Personal Knowledge, combining these two areas **combine**, they produce something greater than the sum of their parts.

This knowledge is **emancipatory**. It builds self-respect and respect for others, and is fundamental in developing the resilience and self-awareness needed to navigate relationships, health and risk safely. Pupils begin to understand their own feelings and bodies and are able to recognise when something is wrong and ask for help. It is empowering. It progresses communities.

At Mill View we encourage openness, respect and resilience. We do this through careful, progressive planning of units and a spiral curriculum, allowing children to revisit themes with increasing maturity each year.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
RSHE depends on pupils being able to talk about difficult topics. At Mill View, oracy in RSHE means: • Pupils use the precise, age-appropriate vocabulary for bodies, feelings and relationships as naturally as they use everyday speech. • Structured discussion and circle time routines give every pupil a safe, predictable way to talk and be heard. • Pupils are explicitly taught how to ask for help and how to say no.	Our RSHE curriculum connects pupils' own lives to the wider world they will grow up in. • Units on diversity, family structures and online safety reflect a wide range of lived experiences within and beyond our school community. • We ask: how do we treat people whose lives look different from our own? What rights and responsibilities come with being part of a community? • Pupils consider their own digital footprint and its global reach.	RSHE builds the character and resilience that underpin every future path. • We develop transferable dispositions: empathy, self-regulation, resilience, the confidence to seek help. • Career links are explicit: this is the foundation for healthy working relationships, teamwork and self-management in any future role. • Pupils practise managing their own health, finances and online safety, skills needed for	Inclusion at Mill View is a design principle, not a retrofit. • The curriculum reflects different family structures, faiths and experiences, so every pupil can see their own life respectfully represented. • Adaptive teaching means sensitive content is pre-taught with vocabulary support, so every pupil can engage safely and confidently. • Pupils are taught that everyone has the right to be treated with respect, regardless of	What makes RSHE at Mill View exceptional is the coherence of our vision from EYFS to Year 6. A clear conceptual spine: Relationships, Health and Wellbeing, and Living in the Wider World skills build year on year in an explicit spiral curriculum. Safeguarding by design: Every unit explicitly teaches pupils how to recognise risk and ask for help. Emancipatory knowledge: We ask children to understand themselves and to

• Talk is the primary route to safeguarding: a child who can name a feeling or a concern is a child who can be helped.	• Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.	independent adult life. • Citizenship and community responsibility are explicitly linked to life beyond school.	background or circumstance. • Safeguarding messages are explicit and repeated, so every pupil, whatever their starting point, knows how to ask for help.	treat others with respect. The disciplinary habit: By Year 6, our pupils can name their feelings, manage their relationships, and know how to seek help. This is the entitlement of every child.
--	---	--	---	---

"RSHE is learning at its most powerful: a feeling understood, a boundary tested and respected, and the confidence children can use to change themselves, their community, and their world."

Alignment with the Ofsted Inspection Framework, RSHE Statutory Guidance and 2025 Curriculum Review

Ofsted / Curriculum Review focus	How RSHE at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Our Relationships, Health and Wellbeing, and Living in the Wider World skills are tracked and sequenced from EYFS to Year 6 as a spiral curriculum, so themes are revisited with increasing maturity, not taught once and left behind.
Oracy as a curriculum entitlement	Circle time and structured discussion give every pupil a predictable, safe way to talk about feelings and relationships. Pupils are explicitly taught how to ask for help.
Global perspectives and contemporary relevance	Units on diversity, family structures and online safety reflect a wide range of lived experiences, meeting the 2025 Curriculum Review's call for global perspectives to be woven through, not added on.
Adaptive teaching: high expectations for all	Inclusion is a design principle. The curriculum reflects different family structures and experiences, and sensitive content is pre-taught with vocabulary support so every pupil can engage safely, in line with the DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance.
Assessment that proves knowledge has stuck	Key Assessment Questions, Knowledge Organisers and circle time reflection test whether pupils know how to keep themselves and others safe, not just that they have heard the message once.
Disciplinary knowledge and skills	Disciplinary skills (managing feelings and relationships, assessing risk, seeking help) are tracked separately from substantive knowledge, with explicit progression from EYFS to Year 6, in line with statutory RSHE guidance.
Career and future readiness	Self-regulation, empathy and the confidence to seek help are explicitly linked to healthy working relationships and independent adult life beyond school.

Curriculum End Points - RHSE

EYFS – Little Wrens

Final Milestone	Final Milestone	Final Milestone
- I can take turns with others in a group. - I can talk to others about my ideas for games. - I can solve problems with friends.	- I can hold a conversation. - I can explain my ideas and choices. - I can listen carefully and wait for my turn to speak.	- I can try to fasten my own coat - I can change my own footwear (for inside and outside) - I can use the toilet and wash my hands independently

EYFS - Robins

ELG: Self-Regulation	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.	
ELG: Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
ELG: Building Relationships	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own	

Year 1

 Ground Rule Setting	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
	By the end of this unit, children will be able to: • Name and describe different feelings using words and body clues. • Explain what helps them feel calm and why rest matters. • Use a simple strategy to manage a big feeling.	By the end of this unit, children will be able to: • Identify what makes themselves and others special. • Use a simple strategy to resolve a disagreement. • Show respect to others in different situations.	By the end of this unit, children will be able to: • Explain the difference between being online and offline. • Recognise when screen time is getting in the way of healthy habits. • Identify what to do if something online makes them uncomfortable.	By the end of this unit, children will be able to: • Explain how rules help keep everyone safe and treated fairly. • Describe ways to care for their school environment. • Identify ways they can help in their local community.	By the end of this unit, children will be able to: • Explain how germs spread and how hand washing helps prevent illness. • Identify people who help keep us healthy and safe. • Explain what to do if someone near them is unwell or injured.	By the end of this unit, children will be able to: • Explain why rules help keep them safe. • Recognise body clues that warn them something is not right. • Identify how to stay safe near roads.

Year 2

Ground Rule Setting	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
	By the end of this unit, children will be able to: • Explain how sleep, food and exercise affect how they feel. • Plan a simple healthy daily routine. • Make and justify a healthy choice.	By the end of this unit, children will be able to: • Explain what personal boundaries are and why they matter. • Recognise unkind or bullying behaviour.	By the end of this unit, children will be able to: • Explain why not everything online is suitable or trustworthy. • Recognise content that might not be suitable for them. • Describe what they would do if something	By the end of this unit, children will be able to: • Describe communities they belong to and note similarities and differences. • Explain what money is and how people earn it.	By the end of this unit, children will be able to: • Use correct scientific names for private body parts. • Explain what personal boundaries and privacy mean.	By the end of this unit, children will be able to: • Identify common hazards in different places. • Explain how words, actions or touch can make others feel unsafe.

		Identify a trusted adult they could talk to.	online made them uncomfortable.	Describe how decisions can be made fairly.	Identify who to speak to if they feel worried or unsafe.	Communicate clearly if they do not like something.
Year 3						
Ground Rule Setting	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
	By the end of this unit, children will be able to: - Explain the connection between their mind and their body. - Use a range of emotion words to describe how they feel. - Identify someone who can support their wellbeing.	By the end of this unit, children will be able to: - Describe different types of bullying and how they affect people. - Express personal boundaries clearly and respectfully. - Describe ways to repair a friendship.	By the end of this unit, children will be able to: - Describe how words and actions online can affect others. - Recognise online bullying. - Explain what to do if contacted by a stranger online.	By the end of this unit, children will be able to: - Explain what rights and responsibilities mean. - Give examples of children's rights and why they matter. - Explain why reducing, reusing and recycling is important.	By the end of this unit, children will be able to: - Explain how hygiene routines help to prevent illness. - Judge when to manage a health concern themselves and when to get help. - Apply a basic first aid response to a common injury.	By the end of this unit, children will be able to: - Name a range of different jobs and explain why people choose them. - Explain why gender stereotypes should not limit career choices. - Describe ways to challenge workplace stereotypes.
Year 4						
Ground Rule Setting	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Coming 21 September 2026 Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?

	By the end of this unit, children will be able to: • Explain the benefits of physical activity for both mind and body. • Describe what a balanced diet means. • Identify strategies that support a growth mindset.	By the end of this unit, children will be able to: • Explain what a stereotype is and how it can harm others. • Recognise respectful and disrespectful behaviour. • Respond safely and supportively in a bullying situation.	By the end of this unit, children will be able to: • Explain what makes information online reliable. • Identify signs that information might be misleading. • Choose the most useful and reliable results when searching.	By the end of this unit, children will be able to: • Explain what budgeting means and describe different ways to pay. • Explain what value for money means. • Keep track of money and plan simple spending.	By the end of this unit, children will be able to: • Describe the physical and emotional changes that happen during puberty. • Explain that puberty happens at different times for everyone. • Identify someone they could talk to about changes during puberty.	By the end of this unit, children will be able to: • Explain safe places and types of road crossings. • Recognise warning signs in different situations. • Remove themselves from an uncomfortable situation and seek help.
Year 5						
Ground Rule Setting	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
	By the end of this unit, children will be able to: • Use food labels to help make healthier choices. • Recognise when emotions are building and apply a	By the end of this unit, children will be able to: • Identify the qualities of a healthy friendship. • Manage challenges within friendships.	By the end of this unit, children will be able to: • Explain how advertising and influencers can affect their choices. • Recognise the signs of a possible online scam. • Use strategies to protect themselves if	By the end of this unit, children will be able to: • Explain how democracy works. • Describe the roles of local councillors and Parliament. • Suggest ways they could make a	By the end of this unit, children will be able to: • Explain how puberty can affect feelings, behaviour and relationships. • Describe personal hygiene routines during puberty.	By the end of this unit, children will be able to: • Explain the difference between needs and wants. • Create a simple weekly budget. • Explain the risks of borrowing money and gambling.

	self-regulation strategy. • Explain the benefits of different types of physical activity.	• Describe where to get help if home feels unsafe.	they feel pressured online.	positive difference in their community.	• Identify trusted sources of support during puberty.	
Year 6						
Ground Rule Setting	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?
	By the end of this unit, children will be able to: • Explain how long-term habits affect their future health. • Manage their emotional responses in challenging situations. • Reflect on how their choices affect both themselves and others.	By the end of this unit, children will be able to: • Set and respect personal boundaries. • Use upstander strategies to challenge unfair behaviour. • Practise repairing harm and showing respect in different settings.	By the end of this unit, children will be able to: • Explain how time online can affect their feelings and sense of self. • Recognise signs that they may have spent too much time online. • Use strategies to maintain a healthy balance between online and offline life.	By the end of this unit, children will be able to: • Explain why laws and human rights exist. • Describe the consequences of breaking the law. • Challenge stereotypes to promote fairness and equality.	By the end of this unit, children will be able to: • Explain the risks and consequences of drug use. • Assess risks and plan ahead to stay safe. • Recognise and resist pressure from others.	By the end of this unit, children will be able to: • Check whether a scene is safe before helping someone. • Describe when and how to call for emergency help. • Explain key facts about conception, pregnancy and birth using correct terminology.

Progression in RSHE

EYFS – Little Wrens

1	Milestone 1	Milestone 2	Milestone 3	Final Milestone
I can be independent in basic self-care 	- I can find my peg and put my own coat on – ask for help if I need it - I know where the toilet is	- I can put my belongings in the right place - I can attempt to take my coat and shoes off - I can attempt to put my coat and wellies back on - I can use the toilet, wash my hands and ask for help if I need it	- I can put my own coat on - I can change my footwear with support - I can use the toilet with minimum support	- I can try to fasten my own coat - I can change my own footwear (for inside and outside) - I can use the toilet and wash my hands independently
6	Milestone 1	Milestone 2	Milestone 3	Final Milestone
I am confident to play and learn in Nursery 	- I can build relationships with adults in Nursery. - I can explore the nursery environment. - I can say Hello.	- I can name some friends. - I can play with a peer or adult in the same activity. - I can share toys with support. - I can tell an adult about how I feel.	- I can play with others in groups. - I can form strong friendships - I can share toys.	- I can take turns with others in a group. - I can talk to others about my ideas for games. - I can solve problems with friends.
7	Milestone 1	Milestone 2	Milestone 3	Final Milestone
I can communicate effectively 	- I can respond to my name - I can use words, sounds or gestures to communicate.	- I can ask for help when I need it - I can answer a simple question. - I can talk about what I am doing.	- I can listen to what other people have to say and respond to them. - I can talk about my feelings. - I can follow a 2-step instruction.	- I can hold a conversation. - I can explain my ideas and choices. - I can listen carefully and wait for my turn to speak.

EYFS - Robins



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF	Class contract Rules and Routines Build relationships with peers The safe place Tidy up routines Express likes/ dislikes	Using the safe place effectively Self - Confidence Recognise and name feelings Build constructive and respectful relationships Begin to show resilience	Use taught strategies deal with emotions Take turns and share where appropriate Use school rules and routines Talk with others to solve conflicts	Identify others' emotions Help others to solve conflicts Confident following school rules and routines Establish positive relationships	Keep healthy Make healthy food choices	Moderate feelings socially and emotionally Model good hygiene practices See themselves as valuable individuals
SELF - REGULATION	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.			<i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i>		
PROGRESSION INTO YEAR 1	Relationships: I can share how I feel I know which parts of my body are private I can tell you about special people in my life I can share my views with others I show respect for others I understand that there are different types of families I know what makes a good friend I value difference			Health and well-being: I know what keeps our bodies healthy I know how to keep clean I recognise what I am good at and can set a target I know how to play safely at home I know how to ask for help when I need it		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn Term – My Healthy Self					
	<i>How can we look after our feelings?</i>	<i>How can we look after our bodies?</i>	<i>How can I take care of my mind and body?</i>	<i>How can I make healthy choices?</i>	<i>How can I support my mind and body as I grow?</i>	<i>How do my choices today shape my future wellbeing?</i>
	I know that feelings can be big, medium or small. I know what helps me feel calm or happy. I know that rest and enjoyable activities are important for my wellbeing. I can recognise and name a range of emotions. I can spot facial and body clues linked to feelings. I can use simple strategies to improve my mood.	I know how movement, sleep, food and drink affect how I feel. I know what counts as a healthy choice (fruit and vegetables, water, rest, caring for my teeth). I can identify healthy choices. I can plan a simple healthy daily routine.	I know there is a connection between my mind and my body. I know habits that support a good night's sleep. I know that bullying can negatively affect feelings. I can use nuanced language to describe my own and others' emotions and feelings. I can identify how and where to get support.	I know the benefits of keeping active for both body and mind. I know the importance of a balanced diet and staying hydrated. I can identify strategies to help build a growth mindset. I can explore different ways to be kind to others.	I know how to read food labels to make informed choices. I know different types of physical activity. I can build more movement into my daily routine. I can recognise when emotions begin to build up. I can use strategies to self-regulate and identify where to go for help.	I know how mindset can influence my approach to challenges. I know the long-term impact of habits such as sleep, physical activity, nutrition and dental care. I can manage my emotional responses. I can consider how my actions affect others now and in the future.
Key Assessment Questions	What does this feeling look like on the inside? How can you tell? • What helps you feel better when you are sad or worried? • What does a healthy day look like for you?	• How does your body feel after a good night's sleep? • What foods help your body stay strong and healthy? • Why does moving your body every day matter?	• Can you explain why your mind and body are connected? • What words can you use to describe how you are feeling right now? • Who could you talk to if you needed help with how you feel?	• Why is it important to look after your mind as well as your body? • What does a balanced diet include? • What can you do when something feels really difficult?	• How would you check if a food is a healthy choice? • What do you do when your feelings start to feel overwhelming? • How does being physically active help your mental health?	• How might the habits you have now affect your health in the future? • What strategies do you use to manage strong emotions? • How can your choices affect the people around you?

Autumn Term – Connecting with Others						
	<i>How can I help myself and others feel happy and safe?</i>	<i>How can I build safe, kind and caring relationships with others?</i>	<i>What helps us feel safe and included?</i>	<i>How can we respect each other?</i>	<i>Why are healthy relationships important?</i>	<i>What does it mean to stand up for myself and others?</i>
	I know that family members help and support one another. I know that disagreements within families and friendships are normal. I can identify what makes myself and others special. I can show respect through appropriate behaviour in different contexts. I can use simple strategies to manage disagreements.	I know that families are unique and that people and communities have similarities and differences. I know what personal space, privacy and boundaries mean. I can treat people with kindness and respect. I can recognise unfair or unkind behaviour, including bullying. I can identify trusted adults I can talk to if I feel worried or unsafe.	I know that families support one another in different ways. I know that friendships are built on kindness and shared values. I know different types of bullying. I can express personal boundaries clearly and respectfully. I can explore ways to repair friendships.	I know that behaviour can change depending on the setting. I know what stereotypes are and how they can harm others. I can recognise respectful and disrespectful behaviours. I can build trust and solve challenges in friendships respectfully. I can respond safely and supportively to bullying.	I know how values and experiences can influence choices. I know about commitment and support within families. I know where to get help if home feels unsafe. I can identify what makes friendships healthy. I can manage friendship challenges.	I know how to set and respect boundaries to build trust. I know how to judge problem size to identify when to seek help. I can set a personal growth goal. I can practise respectful behaviour at school, in public and online, including repairing harm. I can use upstander strategies to challenge stereotypes, discrimination and bullying.
Key Assessment Questions	• What makes you a good friend? • What can you do if you and a friend disagree? • How do you show respect to the people around you?	• What does it mean to have personal boundaries? • What would you do if someone was being unkind to you? • Who are the trusted adults in your life?	• What is bullying, and how is it different from falling out? • How can you show someone that their feelings matter? • What could you do to help fix a friendship after a falling out?	• What is a stereotype? Can you give an example? • What does respectful behaviour look and sound like? • What would you do if you saw someone being bullied?	• What makes a friendship healthy? • What could you do if a friendship was making you feel unhappy? • Where could you go for help if you felt unsafe at home?	• What does it mean to be an upstander? • How can you set a personal boundary respectfully? • What can you do to repair harm after a conflict?
	Spring Term – The Online World					

	<i>How do we spend time online?</i>	<i>How are things shared online?</i>	<i>How should we treat each other online?</i>	<i>How can I evaluate what I see online?</i>	<i>How am I influenced by what I see online?</i>	<i>How do I feel about being online?</i>
	I know that I am often online when using everyday devices. I know some activities that can be done online or in person. I can recognise when I am online or offline. I can recognise when screen time gets in the way of something important or a healthy habit.	I know that not everything I see online is suitable for me. I know that information shared online cannot always be trusted. I can recognise online content. I can respond if something online makes me feel uncomfortable.	I know that words and actions online can affect others. I know how to respond safely if contacted online by someone I do not know. I can interact respectfully with friends in digital spaces. I can recognise online bullying. I can seek help if I experience online bullying.	I know what makes information reliable. I know that some information online can be misleading or deliberately untrue. I can search for and evaluate information online. I can choose the most useful results.	I know how advertising, influencers and online persuasion can influence choices. I know how people may be encouraged to spend money online and offline. I can recognise possible scams. I can use strategies to protect myself if I feel pressured online.	I know that time online can affect feelings, mood and sense of self. I know the benefits of face-to-face connections. I can recognise signs that I may have spent too much time online. I can use strategies for maintaining a healthy balance online.
Key Assessment Questions	• What does it mean to be online? • What are some things you enjoy doing offline? • What should you do if something online doesn't feel right?	• Can you always believe what you see online? Why or why not? • What would you do if someone sent you something upsetting online? • Why is it important to be careful about what you share online?	• How could something you say online hurt someone's feelings? • What is cyberbullying, and what should you do if it happens to you? • What would you do if a stranger tried to contact you online?	• How do you check if something you read online is true? • What are some signs that information online might not be reliable? • How do you choose the best results when you search for something?	• How might adverts or influencers online try to change what you do or buy? • What does a scam look like, and how can you protect yourself? • What would you do if someone online was pressuring you?	• How does spending a long time online make you feel? • What are the signs that you might need a break from screens? • What can you do to keep a healthy balance between online and offline life?
Spring - Citizenship						
	<i>How can I help others and the environment?</i>	<i>How do people belong to a community and earn money?</i>	<i>Citizenship 1: What rights and responsibilities do we have?</i>	<i>How can I spend my money wisely?</i>	<i>Citizenship 1: How can we make a difference in our</i>	<i>How can we protect everyone's rights?</i>

					<i>communities and beyond?</i>	
	I know ways of caring for babies, young children and pets. I know how rules help to keep everyone safe, happy and treated fairly. I can explore how I can improve my school environment. I can share what I like and do not like about my environment. I can investigate my local environment.	I know the different groups and communities I am part of. I know what money is, where it comes from and how people earn it. I can reflect on similarities and differences between myself and others in my community. I can explain how decisions can be made fairly, including through simple voting.	I know what is meant by rights and responsibilities. I know about children's rights and human rights and why they matter. I know how local councils meet the needs of people in the local area. I can explain why reducing, reusing and recycling waste is important. I can explain how responsibilities extend to the wider community.	I know different ways people pay for things, including cash and card. I know what budgeting means and what value for money means. I can explain why planning how money is spent helps people make better choices. I can keep track of money.	I know the roles of people who care for others in the community. I know how community groups help improve local life. I know how local councillors and Parliament help make decisions that affect society. I can explain how democracy works. I can consider how I can make a difference in my community.	I know about human rights and why laws exist. I know the consequences of breaking the law and how the justice system works. I can explain how rights are upheld in society. I can challenge stereotypes to promote fairness and equality.
Key Assessment Questions	• How do rules help us at school and in our community? • What could you do to help improve your school environment? • How can you help someone in your local community?	• What communities do you belong to? • How do people earn money through different jobs? • How can a group of people make a decision fairly?	• What is a right? What is a responsibility? • Can you name a right that all children should have? • Why is it important to reduce, reuse and recycle?	• What does it mean to budget your money? • What is the difference between paying by cash and by card? • How can you check if you are getting good value for money?	• What is democracy and how does it work? • Who makes decisions that affect your local area? • What could you do to make a positive difference in your community?	• Why do we have laws? • What could happen to someone who breaks the law? • How can challenging stereotypes help make the world a fairer place?
Summer – Health Protection/Growing Up						
	<i>Health protection: How can I protect</i>	<i>Growing up: How can we look after and</i>	<i>Health protection: How can we prevent illness and injury and</i>	<i>Growing up: How will my body and</i>	<i>Growing up: How can I manage the changes to my body and</i>	<i>Staying safe: How can I stay safe as I grow up?</i>

	<i>myself and others in daily life?</i>	<i>respect our bodies as we grow?</i>	<i>respond if they happen?</i>	<i>emotions change as I grow up?</i>	<i>emotions as I grow up?</i>	
	I know the roles of people who help to prevent and treat illness. I know how germs spread. I know what a medical emergency is. I can explain how hand washing reduces the spread of illness. I can ask for help when I or others are unwell or injured.	I know that physical changes are a normal part of growing up. I know the correct scientific names for private body parts. I can explain privacy and personal boundaries. I can respect others' personal space. I can identify who to talk to if I feel worried or unsafe.	I know how hygiene routines help to prevent illness. I know about sun safety and how vaccines support the body to build immunity. I can judge when a health concern can be managed independently and when help is needed. I can apply basic first aid responses for common injuries. I can make a clear and effective 999 call.	I know about the physical and emotional changes that happen during puberty. I know that puberty happens at different times for everyone. I know about periods and how to manage them. I can identify who to talk to if I have questions about body changes. I can explain issues around privacy, boundaries and consent.	I know how puberty can affect feelings, behaviour and relationships. I know about personal hygiene, periods and personal boundaries during puberty. I can show kindness and respect during puberty. I can identify who to talk to for support during puberty.	I know the risks and consequences of drug use. I know how to manage hazards around different water environments. I can assess risks at home and in public and plan ahead to stay safe. I can recognise and resist pressure from others. I can seek help from a trusted adult.
Key Assessment Questions	• How do germs spread from person to person? • How does washing your hands help stop the spread of illness? • What would you do if someone near you got hurt?	• What are the correct scientific names for private body parts? • What does it mean to have personal boundaries? • Who would you talk to if you felt worried about your body?	• What can you do every day to stay healthy and prevent illness? • When would you deal with something yourself, and when would you get help? • What would you do if someone had a cut or graze?	• What changes happen to your body during puberty? • Why might puberty feel different for different people? • Who could you speak to if you had questions about growing up?	• How might puberty affect the way you feel about yourself and others? • What hygiene habits become important as you go through puberty? • Where can you go for support if puberty feels overwhelming?	• What are the risks of taking drugs? • How can you spot a dangerous situation and keep yourself safe? • What can you do if someone pressures you to do something unsafe?
	Summer – Staying Safe/Citizenship					

	<i>Staying safe: How do I know when something is safe?</i>	<i>Staying safe: How can I make safe choices in different places?</i>	<i>Citizenship 2: What careers do people choose and why?</i>	<i>Staying safe: What signs help me recognise what is safe or unsafe?</i>	<i>Citizenship 2: How can we be in control of our money?</i>	<i>Option 1: First aid</i>
	I know that rules help to keep me safe. I know that hot, sharp and chemical items can cause harm and some things should not be eaten or put on the skin. I can recognise simple body clues that warn me when something is not right. I can identify how to stay safe near roads. I can ask a trusted adult for help when I feel unsure or unsafe.	I know that unsafe situations can happen in different places. I know that people can make me feel unsafe through words, actions or touch. I can identify common hazards in the home and in public spaces. I can say if I do not like something.	I know about a range of different jobs and the reasons people choose them. I know that careers can change over time. I can explain why gender stereotypes should not limit career choices. I can explore how workplace stereotypes can be challenged.	I know different types of road crossings and safe places to cross. I know why water can be dangerous and the difference between medicines and harmful substances. I can spot warning signs. I can remove myself from uncomfortable situations and seek help.	I know the difference between needs and wants. I know what borrowing and interest mean. I know the risks linked to money, including online money and the dangers of gambling. I can create a simple weekly budget. I can explain how to keep money safe.	I know how to check a scene is safe. I know when other support is more appropriate than an emergency call. Option 2: Sex education I know the correct terminology for body parts. I know how babies are conceived, grow during pregnancy and are born. I know about consent and the legal age of consent. I can stay calm and assess someone who is unresponsive or not breathing normally. I can make a clear 999 call. Option 2: Sex education I can explain different types of families. I can describe the responsibilities and lifelong commitment involved in having a baby.



Key Assessment Questions	• Why do we have safety rules? • What does your body tell you when something doesn't feel right? • How do you stay safe near a road?	• What hazards can you spot at home or in a public place? • What would you do if someone made you feel unsafe? • How could you tell a trusted adult if something was wrong?	• What job would you like to do when you are older, and why? • Why should your gender not stop you from choosing any job? • How could you challenge an unfair idea about jobs?	• What are the different ways you can cross a road safely? • What warning signs might tell you a situation is not safe? • What would you do if you felt uncomfortable somewhere?	• What is the difference between something you need and something you want? • How would you plan a budget for a week? • Why can borrowing money or gambling be risky?	• What is the first thing you should check before helping someone? • When would you call for emergency help? • What is consent, and why does it matter in all relationships?
--------------------------	--	---	--	--	---	--