



Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught. Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving.

During Key Stages 1 and 2, Personal, social, health and economic (PSHE) education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils manage the physical and emotional changes at puberty, introduces the to a wider world and enables them to make an active contribution to their communities.

The PSHE curriculum at Windmill Hill Academy is based on Cornwall Healthy Schools (Brook Learn) PSHE scheme of learning.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continue to be compulsory in independent schools. RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum. At Windmill Hill Academy, we teach RSE as set out in the Relationship Education and Relationships and Sex Education Policy and this document.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), RRSA (Rights Respecting School Award), capabilities curriculum, Wisdom resource, Computing (online safety), PE and SMSC. Please refer to the knowledge and skills organisers for these.

Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in orange.

PSHE	Term		Term		Term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	3-4 years		Reception		Early Learning Goal (ELG)	
Knowledge	Personal, Social & Emotiona Select and use active	al Development vities and resources, with		notional Development ves as a valuable individual.	Personal, Social & Emotion Self-regulation	nal Development
	help when needed.	This helps them to have chosen, or one	Build constru	ictive and respectful relationships. feelings and consider the feelings of	 Show an understa 	nding of their own feelings rs, and begin to regulate cordingly.



Windmill Hill Academy PSHE Knowledge and Skills Organiser



 Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	 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. Physical Development Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. 	 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.
 Begin to understand how others might be feeling. Physical Development Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 	 Understanding the world Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. 	 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. Understanding the world Past and present Talk about the lives of the people around them and their roles in society. People culture and communities





	and family's history Show interest in dif Begin to understan care for the natura living things.	ferent occupations. d the need to respect and l environment and all p positive attitudes about			different religious and o	and differences between cultural communities in this eir experiences and what
Meta Cognition						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	Welcome to school Emergencies and getting help	People who care for us Rights, responsibilities and respect	Healthy friendships Our bodies and boundaries: NSPCC PANTS	Our Health Healthy food choices	We all have feelings Good and not so good feelings	Jessie and Friends 1 watching videos: managing our time safely whilst online
Knowledge and skills (links to government statutory guidance and PSHE guidance)	Welcome to school Revisit learning from Year F Summer Living in the Wider World: Shared responsibilities L1. About what rules are, why they are needed, and why different rules are needed for different situations.	People who care for us Revisit learning from Year F Spring Relationships: Families and close positive relationships	Healthy friendships Revisit learning from Year 1 Autumn 1 Relationships: Friendships	Our Health Revisit learning from Year F Summer Health and Wellbeing: Healthy lifestyles (physical wellbeing) I H1. About what keeping healthy means; different ways to keep healthy. H2. About foods that support good	We all have feelings Revisit learning from Year 1 Autumn 2 Health and Wellbeing: Mental health I H12. How to recognise and name different feelings. H13. How feelings can affect people's	Jessie and Friends 1 Revisit learning from Year 1 Summer 1 Health and Wellbeing: Mental health H12. How to recognise and name different feelings. Health and Wellbeing: Keeping safe





	• L5. About the	■ R2. To identify	else feels lonely		health and the	bodies and how	H34. Basic rules
	different roles	the people who	and what to do.		risks of eating too	they behave.	to keep safe
	and	love and care	 R8. Simple 		much sugar.	 H14. How to 	online, including
	responsibilities	for them and	strategies to		H3. About how	recognise what	what is meant by
	people have in	what they do to	resolve arguments		physical activity	others might be	personal
	their community.	help them feel	between friends		helps us to say	feeling.	information and
		cared for.	positively.		healthy; and ways	 H19. To recognise 	what should be
R	Relationships: Respecting	 R3. About 	 R9. How to ask for 		to be physically	when they need	kept private; the
	elf and others	different types	help if a friendship		active every day.	help with	importance of
	R21. About what	of families	is making them feel		H4. About why	feelings; that it is	telling a trusted
	is kind and	including those	unhappy.		sleep is important	important to ask	adult if they
	unkind behaviour,	that may be			and different ways	for help with	come across
	and how this can	different to	Relationships: Respecting		to rest and relax.	feelings; and how	something that
	affect others.	their own.	self and others	-	H6. That	to ask for it.	scares them.
		 R4. To identify 	 R21. about what is 		medicines	_	
E	Emergencies and getting	common	kind and unkind		(including	Good and not so good	
h	nelp	features of	behaviour, and		vaccinations and	feelings	
R	Revisit learning from Year	family life.	how this can affect		immunisations	Revisit learning from Year	
<mark>F</mark>	<mark>- Spring</mark>	 R5. That it is 	others.		and those that	<mark>1 Summer 1</mark>	
H	lealth and wellbeing:	important to	 R24. How to listen 		support allergic	Health and Wellbeing:	
ĸ	Keeping safe	tell someone	to other people and		reactions) can help	Mental health	
	 H35. About what 	(such as their	play and work		people to stay	 H11. About 	
	to do if there is	teacher) if	cooperatively.		healthy.	different feelings	
	an accident and	something		•	H8. How to keep	that humans can	
	someone is hurt.	about their	Our bodies and boundaries:		safe in the sun and	experience.	
	 H36. How to get 	family makes	NSPCC Pants		protect skin from	 H15. To recognise 	
	help in an	them unhappy	<mark>Revisit learning from Year 1</mark>		sun damage.	that not everyone	
	emergency (how	or worried.	<mark>Autumn 2</mark>	•	H9. About	feels the same at	
	to dial 999 and		Health and wellbeing:		different ways to	the same time, or	
	what to say).	Relationships:	Ourselves, growing and		learn and play;	feels the same	
		Respecting self and	changing		recognising the	about the same	
		others	 H25. To name the 		importance of	things.	
		• R23. To	main parts of the		knowing when to	 H16. About ways 	
		recognise the	body including		take a break from	of sharing	
		ways in which	external genitalia		time online or TV.	feelings; a range	





they are the	(e.g. vulva, vagina,	 H10. About the 	of words to	
same and	penis, testicles).	people who help	describe feelings.	
different to		us to stay	 H17. About 	
others.	Relationships: Safe	physically healthy.	things that help	
	relationships		people feel good	
Rights, responsibilities	 R13. To recognise 	Healthy food choices	(e.g. playing	
and respect	that some things	<mark>Revisit learning from Year 1</mark>	outside, doing	
<mark>Revisit learning from</mark>	are private and the	Spring 2	things they enjoy,	
<mark>Year F Summer</mark>	importance of	Health and Wellbeing:	spending time	
Relationships:	respecting privacy;	Healthy lifestyles (physical	with family,	
Managing hurtful	that parts of their	wellbeing)	getting enough	
behaviour and bullying	body covered by	 H2. About foods 	sleep).	
 R10. That 	underwear are	that support good	 H18. Different 	
bodies and	private.	health and the	things that they	
feelings can be	 R16. About how to 	risks of eating too	can do to	
hurt by words	respond if physical	much sugar.	manage big	
and actions;	contact makes		feelings, to help	
that people can	them feel		calm themselves	
say hurtful	uncomfortable or		down and/or	
things online.	unsafe.		change their	
 R11. about how 	 R17. About 		mood when they	
people may	knowing there are		don't feel good.	
feel if they	situations when			
experience	they should ask for			
hurtful	permission and			
behaviour or	also when their			
bullying.	permission should			
 R12. That 	be sought.			
hurtful	 R19. Basic 			
behaviour	techniques for			
(offline and	resisting pressure			
online)	to do something			
including	they don't want to			
teasing, name-	do and which may			
calling, bullying	make them unsafe.			
		I	I	





and deliberately excluding others is not acceptable; how to report bullying; the importance of	 R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for 	
telling a trusted adult.	help; importance of keeping trying until	
Relationships: Respecting self and others	they are heard.	
Living in the wider world: Shared responsibilities L2. How people and other living things have different needs;		





Meta		about the responsibilities of caring for them. • L3. About things they can do to help them look after their environment.				
Cognition						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	Respecting Uniqueness Our Communities	Everyday Safety Basic First Aid	Learning about work Horrible Hands	Jessie & Friends Sharing Pictures 2 Jessie & Friends Playing games 1	Jessie & Friends Playing games 2 Big Feelings	Keeping our teeth clean
Knowledge	Respecting Uniqueness	Everyday safety	Learning about work	Jessie & Friends Sharing	Jessie & Friends Playing	Keeping our teeth clean
and skills	<mark>Revisit learning from Year</mark>	<mark>Revisit learning from</mark>	<mark>Revisit learning from Year 2</mark>	Pictures 2	games 2	<mark>Revisit learning from Year</mark>
	<mark>1 Spring 1</mark>	<mark>Year 1 Autumn 1</mark>	<mark>Autumn 1</mark>	<mark>Revisit learning from Year 1</mark>	<mark>Revisit learning from Year</mark>	<mark>1 Spring 2</mark>
(links to	Health and Wellbeing:	Health and Wellbeing:		<mark>Summer 2</mark>	2 Spring 2	Health and wellbeing:
government	Ourselves, growing and	Keeping safe	Living in the wider world:	Health and wellbeing:	Relationships: Safe	Healthy lifestyles (physical
statutory	changing H21. To recognise	 H29. To 	Economic well-being — aspirations, work and career	Keeping safe H34. Basic rules to	relationships R14. That	wellbeing) H7. About dental
guidance	what makes them	recognise risk in simple	 L14. That everyone 	keep safe online,	sometimes	care and visiting
and PSHE	special.	everyday	has different	including what is	people may	the dentist; how
guidance)	 H22. To recognise 	situations and	strengths.	meant by personal	behave	to brush teeth
	the ways in which	what action to	 L15. That jobs help 	information and	differently online,	correctly; food
	we are all unique.	take to	people to earn	what should be	including by	and drink that
	 H23. To identify 	minimise harm.	money to pay for	kept private; the	pretending to be	support dental
	what they are	H30. About	things.	importance of	someone they are	health.
	good at, what	how to keep		telling a trusted	not.	





they like and	safe at home	• L1	6. Different jobs		adult if they come	 R18. About the
dislike.	(including	th	at people they		across something	importance of not
	around		ow or people		that scares them.	keeping adults'
Relationships: Respecting	electrical		ho work in the			secrets (only
self and others	appliances) and	со	mmunity do.	Relatior	nships: Safe	happy surprises
R23. To recognise	fire safety (e.g.	• L1	7. About some of	relation		that others will
the ways in which	not playing	th	e strengths and		R14. That	find out
they are the same	with matches		terests someone		sometimes people	eventually).
and different to	and lighters).	mi	ight need to do		may behave	
others.	 H31. That 	dij	fferent jobs.		differently online,	Living in the wider world:
	household	-			including by	Media literacy and digital
Our communities	products	Living in the	e wider world:		pretending to be	resilience
Revisit learning from Year	(including	Economic w	vell-being —		someone they are	 L9. That not all
<mark>1 Autumn 1</mark>	medicines) can	money			not.	information seen
Living in the wider world:	be harmful if	• L1	0. What money	•	R15. How to	online is true.
Communities	not used	is;	forms that		respond safely to	
• L4. About the	correctly.	m	oney comes in;		all adults they	Health and wellbeing:
different groups	 H32. Ways to 	th	at money comes		don't know.	Keeping safe
they belong to.	keep safe in	fro	om different			 H28. About rules
 About the 	familiar and	so	urces.	-	the wider world:	and age
different roles	unfamiliar		1. That people	Media I	iteracy and digital	restrictions that
and	environments	m	ake different	resiliend	ce	keep us safe.
responsibilities	(e.g. beach,	ch	oices about how	•	L7. About how the	
people have in	shopping	to	save and spend		internet and	Big Feelings
their community.	centre, park,		oney.		digital devices can	Revisit learning from Year
L6. To recognise	swimming		2. About the		be used safely to	1 Summer 1
the ways they are	pool, on the	-	fference between		find things out and	Health and wellbeing:
the same as, and	street) and how		eds and wants;		to communicate	Mental health
different to, other	to cross the		at sometimes		with others.	 H13. How
people.	road safely.		ople may not	•	L8. About the role	feelings can
			ways be able to		of the internet in	affect people's
Relationships: Respecting	Basic First Aid		ive the things		everyday life.	bodies and how
self and others	Revisit learning from		ey want.	•	L9. That not all	they behave.
 R25. How to talk 	Year 1 Autumn 1 and		3. That money		information seen	 H18. Different
about and share	<mark>Year 2 Autumn 2</mark>	ne	eds to be looked		online is true.	things they can





their opinions on	Health and Wellbeing:	after; different		do to manage big
that matter to	Keeping safe	ways of doing this.		feelings, to help
them.	■ H35. About	ways of along this.	Jessie & Friends Playing	calm themselves
	what to do if		games 1	down and/or
	there is an	Horrible Hands	Revisit learning from Year 1	change their
	accident and	Revisit learning from Year 1	Summer 2 and Year 2	mood when they
	someone is	Spring 2	Spring 2	don't feel good.
	hurt.	Health and wellbeing:	Health and wellbeing:	 H19. To recognise
	 H36. How to 	Healthy lifestyles (physical	Keeping safe	when they need
	get help in an	wellbeing)	• H34. Basic rules to	help with
	emergency	• H5. Simple hygiene	keep safe online,	feelings; that it is
	(how to dial	routines that can	including what is	important to ask
	999 and what	stop germs from	meant by personal	for help with
	to say).	spreading.	information and	feelings; and how
		spreading.	what should be	to ask for it.
			kept private; the	 H20. About
			importance of	change and loss
			telling a trusted	(including death);
			adult if they come	to identify
			across something	feelings
			that scares them.	associated with
				this; to recognise
			Relationships: Safe	what helps
			relationships	people to feel
			 R14. That 	better.
			sometimes people	
			may behave	Health and wellbeing:
			differently online,	Mental health
			including by	 H24. How to
			pretending to be	manage when
			someone they are	finding things
			not.	difficult.
			 R15. How to 	 H26. About
			respond safely to	growing and
				changing from





	Spending and Saving Money	Individual and Collective Strengths	Everyday Drugs	Everyday feelings	Wellbeing	
PSHE	World of Work	Road Safety	Physical Activity	Turn off let's play (The internet and everyday life)	Expressing feelings	Sun Safety
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cognition						
Meta						
Moto				Living in the wider world: Media literacy and digital resilience	 H27. About preparing to move to a new class/year group. Health and wellbeing: Drugs, alcohol and tobacco H37. About things that people can put into their body or on their skin; how these can affect how people feel. 	
				all adults they don't know.	young to old and how people's needs change.	





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Knowledge	World of Work	Road Safety	Physical Activity	Turn off let's play (The	Expressing feelings	Sun Safety
and skills	Living in the wider world:	Revisit learning from	Revisit learning from Year 1	internet and everyday life) Revisit learning from Year 2	Revisit learning from Year	Revisit learning from Year
	Economic wellbeing –	<mark>Year 2 Autumn 2</mark>	<mark>Spring 2</mark> Health and Wellbeing:		<mark>3 Spring 2</mark>	<mark>1 Spring 2</mark>
(links to	aspirations, work and	Health and wellbeing:	5	Summer 1	Health and wellbeing:	Health and Wellbeing:
government	career	Keeping safe	Healthy lifestyles (physical	Health and wellbeing:	Mental health	Healthy lifestyles (physical
statutory	Revisit learning from Year	 H41. Strategies 	wellbeing)	healthy lifestyles (physical	 L17. To recognise 	wellbeing)
guidance	2 Spring 1	for keeping	 H2. About the 	wellbeing) H13. About the	that feelings can	 H12. About the hanafite of our
and PSHE	 L25. To recognise 	safe in the local	elements of a		change over time	benefits of sun
guidance)	positive things	environment or	balanced, healthy	benefits of the	and range in	exposure and
	about themselves	unfamiliar	lifestyle. H3 About choices	internet; the	intensity.	risks of exposure;
	and their	places (road).	ns. About choices	importance of	 H18. About 	how to keep safe
	achievements; set	 H44. How to 	that support a	balancing time	everyday things	from sun
	goals to help	respond and	healthy lifestyle	online with other	that affect	damage and
	achieve personal	react in an	and recognise what	activities;	feelings and the	sun/heat stroke
	outcomes.	emergency	might influence	strategies for	importance of	and reduce the
	• L26. That there is	situation; how	these.	managing time	expressing	risk of skin
	a broad range of	to identify	 H4. How to 	online.	feelings.	cancer.
	different	situations that	recognise that		 H19. A varied 	 H14. How and
	jobs/careers that	may require	habits can have	Everyday feelings	vocabulary to use	when to seek
	people can have;	the emergency	both positive and	Revisit learning from Year 2	when talking	support,
	that people often	services; know	negative effects on	Summer 1	about feelings;	including which
	have more than	how to contact	a healthy lifestyle.	Health and wellbeing:	about how to	adults to speak
	one career/type	them and what	 H7. How regular 	Mental health	express feelings	to in and outside
	of job during	to say.	(daily/weekly)	 L17. To recognise 	in different ways.	school, if they
	their life.		exercise benefits	that feelings can	H20. Strategies to	are worried
	L27. About		mental and	change over time	respond to	about their
	stereotypes in the	Individual and	physical health	and range in	feelings, including	health.
	workplace and	Collective Strengths	(e.g. walking or	intensity.	intense or	
	that a person's	Revisit learning from	cycling to school,	 H18. About 	conflicting	
	career aspiration	Year 3 Autumn 1	daily active mile);	everyday things	feelings; how to	
	should not be	Health and wellbeing:	recognise	that affect feelings	manage and	
	limited by them.	Ourselves, growing and	opportunities to be	and the	respond to	
	L28. About what	changing	physically active an	importance of	feelings	
	might influence	• H27. To	some of the risks	expressing	appropriately and	
	people's decisions	recognise their		feelings.	proportionately	





	about a job or	individuality	associated with an	H20. Strategies to	in different
	career (e.g.	and personal	inactive lifestyle.	respond to	situations.
	personal interests	qualities.		feelings, including	
	and values,		Health and Wellbeing:	intense or	Wellbeing
	family	Living in the wider	Mental health	conflicting	Revisit learning from Year
	connections to	world: Economic	 H16. About 	feelings; how to	<mark>2 Summer 1</mark>
	certain trades or	wellbeing – aspirations,	strategies and	manage and	Health and wellbeing:
	businesses,	work and career	behaviours that	respond to feelings	Mental health
	strengths and	• L25. To	support mental	appropriately and	 H8. About how
	qualities, ways in	recognise	health – including	proportionately in	sleep contributes
	which	positive things	how good quality	different	to a healthy
	stereotypical	about	sleep, physical	situations.	lifestyle; routines
	assumptions can	themselves and	exercise/time		that support
	deter people from	their	outdoors, being		good quality
	aspiring to	achievements;	involved in		sleep; the effects
	certain jobs).	set goals to	community groups,		of a lack of sleep
•	L29. That some	help achieve	doing things for		on the body,
	jobs are paid	personal	others, clubs, and		feelings,
	more than others	outcomes.	activities, hobbies		behaviour and
	and money is one	 L30. About 	and spending time		the ability to
	factor which may	some of the	with family and		learn.
	influence a	skills that will	friends can support		
	person's job or	help them in	mental health and		Health and wellbeing:
	career choice;	their future	wellbeing.		Mental health
	that people may	careers, e.g.			 H15. That mental
	choose to do	teamwork,			health, just like
	voluntary work	communication	Everyday Drugs		physical health, is
	which is unpaid.	and	<mark>Revisit learning from Year 1</mark>		part of daily life;
•	L30. About some	negotiation.	<mark>Spring 2</mark>		the importance of
	of the skills that		Health and Wellbeing:		taking care of
	will help them in	Living in the wider	Keeping safe		mental health.
	their future	world: Communities	 H40. About the 		 H16. About
	careers, e.g.	L7. To value the	importance of		strategies and
	teamwork,	different	taking medicines		behaviours that
		contributions	correctly and using		support mental





communication	that people	household products	health – including
and negotiation.	and groups	safely (e.g.	how good quality
L31. To identify	make to the	following	sleep, physical
the kind of job	community.	instructions	exercise/time
that they might	L8. About	carefully).	outdoors, being
like to do when	diversity: what		involved in
they are older.	it means; the	Health and Wellbeing:	community
 L32. To recognise 	benefits of	Drugs, alcohol and tobacco	groups, doing
a variety of	living in a	 H46. About the 	things for others,
routes into	diverse	risks and effects of	clubs, activities,
careers (e.g.	community;	legal drugs	hobbies and
college,	about valuing	common to	spending time
apprenticeship,	diversity within	everyday life (e.g.	with family and
university).	communities.	cigarettes, e-	friends can
		cigarettes/vaping,	support mental
Spending and saving	Relationships:	alcohol and	health and
money	Respecting self and	medicines) and	wellbeing.
<mark>Revisit learning from Year</mark>	others	their impact on	
<mark>2 Spring 1</mark>	 R31. To 	health; recognise	
Living in the wider world:	recognise the	that drug use can	
Economic wellbeing –	importance of	become a habit	
money	self-respect	which can be	
 L17. About the 	and how this	difficult to break.	
different ways to	can affect their	 H47. To recognise 	
pay for things	thoughts and	that there are laws	
and the choices	feelings about	surrounding the	
people have	themselves;	use of legal drugs	
about this.	that everyone,	and that some	
 L18. To recognise 	including them,	drugs are illegal to	
that people have	should expect	own, use and give	
different	to be treated	to others.	
attitudes towards	politely and	 H48. About why 	
saving and	with respect by	people choose to	
spending money;	others	use or not to use	
what influences	(including	drugs (including	





	people's decisions; what makes something 'good value for money'.	online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.	nicotine, alcohol and medicines). 49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping. H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. 			
Meta Cognition						
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	What makes a good friend? Respecting others	Resolving conflict and managing pressure Everyday safety and basic first aid	Money choices Volunteering and Citizenship	Play, like, share 1 – Alfie Play, like, share 2 – Magnus	Play, like, share 3 – fans Managing feelings	The environment
Knowledge and skills	What makes a good friend? Relationships: Friendships	Resolving conflict and managing pressure Relationships: Friendships	Money choices Living in the wider world: Economic wellbeing - money	Play, like, share 1 - Alfie Living in the wider world: Economic wellbeing - money	Play, like, share 3 - fans Relationships: Safe relationships	The environment <i>Living in the wider world:</i> <i>Shared responsibilities</i>





(links to	Revisit learning from Year	Revisit learning from	Revisit learning from Year 2	Revisit learning from Year 3	Revisit learning from Year	Revisit learning from Year
government	<mark>1 Spring 1</mark>	<mark>Year 4 Autumn 1</mark>	Spring 1	<mark>Spring 2</mark>	<mark>4 Spring 2</mark>	<mark>2 Autumn 1</mark>
statutory	 R11. What 	 R10. About the 	 L17. About the 	 R27. About 	 R23. About why 	 L5. Ways of
guidance	constitutes a	importance of	different ways to	keeping something	someone may	carrying out
and PSHE	positive healthy	friendships;	pay for things and	confidential or	behave	shared
guidance)	friendship	strategies for	the choices people	secret, when this	differently online,	responsibilities
	(mutual respect,	building	have about this.	should (e.g. a	including	for protecting
	trust,	positive	 L18. To recognise 	birthday surprise	pretending to be	the environment
	truthfulness,	friendships;	that people have	that others will	someone they are	in school and at
	loyalty, kindness,	how positive	different attitudes	find out about) or	not; strategies for	home; how
	generosity,	friendships	towards saving and	should not agree	recognising risks,	everyday choices
	sharing interests	support	spending money;	to, and when it is	harmful content	can affect the
	and experiences,	wellbeing.	what influences	right to break a	and contact; how	environment
	support with	 R15. Strategies 	people's decisions;	confidence or	to report	(e.g. reducing,
	problems and	for recognising	what makes	share a secret.	concerns.	reusing,
	difficulties); that	and managing	something 'good	 R28. How to 		recycling; food
	the same	peer influence	value for money'.	recognise pressure	Managing feelings	choices).
	principles apply	and a desire for	 L20. To recognise 	from others to do	Health and wellbeing:	
	to online	peer approval.	that people make	something unsafe	Mental health	
	friendships as to	• R16. How	spending decisions	or that makes	<mark>Revisit learning from Year</mark>	
	face-to-face	friendships can	based on priorities,	them feel	<mark>4 Autumn 2</mark>	
	relationships.	change over	needs and wants.	uncomfortable	 H17. To recognise 	
	 R12. To recognise 	time, about	 L21. Different ways 	and strategies for	that feelings can	
	what it means to	making new	to keep track of	managing this.	change over time	
	'know someone	friends and the	money.	 R29. Where to get 	and range in	
	online' and how	benefits of		advice and report	intensity.	
	this differs from	having	Volunteering and	concerns if worried	 H19. A varied 	
	knowing	different types	Citizenship	about their own or	vocabulary to use	
	someone face-to-	of friends.	Living in the wider world:	someone else's	when talking	
	face; risks of	 R17. That 	Shared responsibilities	personal safety	about feelings;	
	communicating	friendships	<mark>Revisit learning from Year 2</mark>	(including online).	about how to	
	online with	have ups and	<mark>Spring 1</mark>		express feelings	
	others not known	downs;	 L2. How people 	Play, like, share 2 - Magnus	in different ways.	
	face-to-face.	strategies to	and other living	Health and wellbeing:		
		resolve	things have	Keeping safe		





■ R13. The	disputes and	different needs;	Revisit learning from Year 3	
importance		about the	Spring 2	
seeking su	-	responsibilities of	• H42. About the	
feeling long		caring for them.	importance of	
excluded.	safely.	 L3. About things 	keeping personal	
 R14. That I 	nealthy	they can do to help	information	
friendships	make Relationships: Families	look after their	private; strategies	
people feel	and close positive	environment.	for keeping safe	
included;	relationships	• L4. The importance	online, including	
recognise v	vhen 🔹 R9. How to	of having	how to manage	
others may	feel recognise if	compassion	requests for	
lonely or	family	towards others;	personal	
excluded;	relationships	shared	information or	
strategies j	for are making	responsibilities we	images of	
how to incl	ude them feel	all have for caring	themselves and	
them.	unhappy or	for other people	others; what to do	
■ R16. How	unsafe, and	and living things;	if frightened or	
friendships	can how to seek	how to show care	worried by	
change ove	er time, help or advice.	and concern for	something seen or	
about mak	-	others.	read online and	
new friends		 L5. Ways of 	how to report	
the benefit	-	carrying out shared	concerns,	
having type	es of Health and wellbeing:	responsibilities for	inappropriate	
friends.	Keeping safe	protecting the	content and	
 R17. That 	<mark>Revisit learning from</mark>	environment in	contact.	
friendships		school and at		
ups and do	-	home; how	Health and wellbeing:	
strategies		everyday choices	Keeping safe	
resolve dis		can affect the	 L15. Recognise 	
and recond		environment (e.g.	things appropriate	
differences		reducing, reusing,	to share and	
positively a	-	recycling; food	things that should	
safely.	common	choices).	not be shared on	
 R18. To rec 	5	• L7. To value the	social media; rules	
if a friends	hip	different	surrounding	





	(online or offline)	 H44. How to 	contributions that	distribution of	
	is making them	respond and	people and groups	images.	
	feel unsafe or	react in an	make to the		
	uncomfortable;	emergency	community.		
	how to manage	situation; how			
	this and ask for	to identify	Health and wellbeing:		
	support if	situations that	Mental health		
	necessary.	may require	<mark>Revisit learning from Year 3</mark>		
		the emergency	Spring 1		
Respe	ecting others	services; know	 H16. About 		
Living	in the wider world:	how to contact	strategies and		
Share	d responsibilities	them and what	behaviours that		
Revisi	<mark>t learning from Year</mark>	to say.	support mental		
<mark>2 Autı</mark>	<mark>umn 1</mark>		health – including		
•	L1. To recognise		how good quality		
	reasons for rules		sleep, physical		
	and laws;		exercise/time		
	consequences of		outdoors, being		
	not adhering to		involved in		
_	rules and laws.		community groups,		
-	L2. To recognise		doing things for		
	there are human		others, clubs, and		
	rights, that are		activities, hobbies		
	there to protect		and spending time		
	everyone.		with family and		
-	L3. About the		friends can support		
	relationship		mental health and		
	between rights		wellbeing.		
	and				
	responsibilities.		Health and wellbeing:		
-	L4. The		Ourselves, growing and		
	importance of		changing		
	having		Revisit learning from Year 3		
	compassion		<mark>Spring 1</mark>		
	towards others;				





shared	H28. To identify	
responsibilities	personal strengths,	
we all have for	skills,	
caring for other	achievements and	
people and living	interests and how	
things; how to	these contribute to	
share care and	a sense of self-	
concern for	worth.	
others.		
Relationships: Respecting		
self and others		
R32. About		
respecting the		
differences and		
similarities		
between people		
and recognising		
what they have in		
common with		
others, e.g.		
physically, in		
personality or		
background.		
R33. To listen and		
respond		
respectfully to a		
wide range of		
people, including		
those whose		
traditions, beliefs		
and lifestyle are		
different to their		
own.		
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	 R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. 					
Meta Cognition						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	A diverse community Respectful relationships	Illness Nutrition and healthy eating	Puberty 1: Bodies and Reproduction Puberty 2: Changes	Online content Online contact	Mental health and keeping well Managing challenge and change	Exploring risk
Knowledge	A diverse community	Illness	Puberty 1: Bodies and	Online content	Mental health and	Exploring risk
and skills	<mark>Revisit learning from Year</mark>	<mark>Revisit learning from</mark>	reproduction	<mark>Revisit learning from Year 4</mark>	keeping well	<mark>Revisit learning from Year</mark>
(links to government statutory guidance and PSHE guidance)	4 Spring 1 Living in the wider world: communities L6. About the different groups that make up their community; what living in a community means.	Year 3 Spring 1 Health and wellbeing: Healthy lifestyles (physical wellbeing) • H1. How to make informed decisions about health. • H5. About what good physical	Revisit learning from Year 1 Spring 1 Health and wellbeing: Healthy lifestyles (physical wellbeing) I H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit	Summer 1 Relationships: Safe relationships R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for	Revisit learning from Year 5 Autumn 2 Health and wellbeing: Mental health • H15. That mental health, just like physical health, is part of daily life; the importance of	3 Spring 1 Health and wellbeing: Ourselves, growing and changing • H29. About how to manage setbacks/perceiv ed failures, including how to re-frame





	- 17 Tourslastlast	h a sittle see a surray		the summer def			talian anns af		un hala fad
	• L7. To value the	health means;		the spread of		recognising risks,	taking care of		unhelpful
	different	how to		infection; the wider		harmful content	mental health.		thinking.
	contributions that	recognise early		importance of		and contact; how	 H17. To recognise 		
	people and	signs of		personal hygiene		to report concerns.	feelings can		and wellbeing:
	groups make to	physical illness.		and how to	•	R24. How to	change over time	Keeping	
	the community.	 H10. How 		maintain it.		respond safely and	and range in	•	H37. Reasons for
	L8. About	medicines,				appropriately to	intensity.		following and
	diversity; what it	when used		and wellbeing:		adults they may	 H21. To recognise 		complying with
	means; the	responsibly,		es, growing and		encounter (in all	warning signs		regulations and
	benefits of living	contribute to	changin			contexts including	about mental		restrictions
	in a diverse	health; that	-	H26. That for some		online) who they	health and		(including age
	community;	some diseases		people gender		do not know.	wellbeing and		restrictions); how
	about valuing	can be		identity does not	•	R29. Where to get	how to seek		to promote
	diversity within	prevented by		correspond with		advice and report	support for		personal safety
	communities.	vaccinations		their biological sex.		concerns if worried	themselves and		and wellbeing
	L10. About	and	•	H30. To identify the		about their own or	others.		with reference to
	prejudice; how to	immunisations;		external genitalia		someone ese's			social media,
	recognise	how allergies		and internal		personal safety.	Managing challenge and		television
	behaviours/actio	can be		reproductive			change		programmes,
	ns which	managed.		organs in males	Online	contact	Revisit learning from Year		films, games and
	discriminate	 H11. How to 		and females and	<mark>Revisit l</mark>	<mark>learning from Year 5</mark>	<mark>5 Summer 1</mark>		online gaming.
	against others;	maintain good		how the process of	Spring 2	<mark>2</mark>	Health and wellbeing:	•	H38. How to
	ways of	oral hygiene		puberty relates to	Relatio	nships: Friendships	Mental health		predict, assess
	responding to it if	(including		human	•	R12. To recognise	 H17. To recognise 		and manage risk
	witnessed or	correct		reproduction.		what it means to	feelings can		in different
	experienced.	brushing and	-	H31. About the		'know someone	change over time		situations.
		flossing); why		physical and		online' and how it	and range in	•	H39. About
Не	ealth and wellbeing:	regular visits to		emotional changes		differs from	intensity.		hazards
Ou	irselves, growing and	the dentist are		that happen when		knowing someone	 H21. To recognise 		(including risk
ch	anging	essential; the		approaching and		face-to-face; risks	warning signs		risks) that may
	 H25. About 	impact of		during puberty		of communicating	about mental		cause harm,
	personal identity;	lifestyle choices		(including		online with others	health and		injury or risk in
	what contributes	on dental care		menstruation, key		not known face-to-	wellbeing and		the home and
	to who we are	(e.g. sugar		facts about the		face.	how to seek		what they can do
	(e.g. ethnicity,	consumption/a		menstrual cycle			support for		





family, gender,	cidic drinks	and menstrual	 R18. To recognise 	themselves and	to reduce risks
faith, culture,	such as fruit	wellbeing,	if a friendship	others.	and keep safe.
hobbies,	juices,	erections and wet	(online or offline)	 H22. To recognise 	
likes/dislikes).	smoothies and	dreams).	is making them	that anyone can	Relationships: Safe
	fruit teas; the	 H32. About how 	feel unsafe or	experience	relationships
Respectful relationships	effects of	hygiene routines	uncomfortable;	mental ill health;	 R28. How to
Relationships: Families	smoking).	change during the	how to manage	that most	recognise
and close positive	 H14. How and 	time of puberty,	this and ask for	difficulties can be	pressure from
relationships	when to seek	the importance of	support if	resolved with	others to do
Revisit learning from Year	support,	keeping clean and	necessary.	help and support;	something
<mark>4 Autumn 1</mark>	including which	how to maintain		and that it is	unsafe or that
 R8. To recognise 	adults to speak	personal hygiene.	Relationships: Safe	important to	makes them feel
other shared	to in and	 H33. About the 	relationships	discuss feelings	uncomfortable
characteristics of	outside school,	processes of	 R23. About why 	with a trusted	and strategies
healthy family	if they are	reproduction and	someone may	adult.	for managing
life, including	worried about	birth as part of the	behave differently	 H23. About 	this.
commitment,	their health.	human life cycle;	online, including	change and loss,	
care, spending		how babies are	pretending to be	including death,	Living in the wider world:
time together;	Nutrition and Healthy	conceived and born	someone they are	and how these	economic wellbeing -
being there for	eating	(and that there are	not; strategies for	can affect	money
each other in	Health and wellbeing:	ways to prevent a	recognising risks,	feelings; ways of	 L22. About risks
times of difficulty.	Healthy lifestyles	baby being made);	harmful content	expressing and	associated with
	(physical wellbeing)	how babies need to	and contact; how	managing grief	money (e.g.
Relationships: Respecting	<mark>Revisit learning from</mark>	be cared for.	to report concerns.	and	money can be
self and others	<mark>Year 1 Spring 2</mark>	 H34. About where 	 R24. How to 	bereavement.	won, lost or
• R31. To recognise	 H1. How to 	to get more	respond safely and	 H24. Problem- 	stolen) and ways
the importance of	make informed	information, help	appropriately to	solving strategies	of keeping
self-respect and	decisions about	and advice about	adults they may	for dealing with	money safe.
how this can	health.	growing and	encounter (in all	emotions,	 L23. About the
affect their	 H2. The 	changing,	contexts including	challenges and	risks involved in
thoughts and	elements of a	especially about	online) who they	change, including	gambling;
feelings about	balanced,	puberty.	do not know.	transition to new	different ways
themselves; that	healthy	 H35. About the 	 R29. Where to get 	schools.	money can be
everyone,	lifestyle.	new opportunities	advice and report		won or lost
 including them,		and responsibilities	concerns if worried		through





should expect to	• H3. The choices	that increasing	about their own or	gambling-related
be treated	that support a	independence may	someone ese's	activities and
politely and with	healthy lifestyle	bring.	personal safety.	their impact on
respect by others	and recognise			health, wellbeing
(including when	what might	Relationships: Respecting		and future
online and/or	influence these.	self and others		aspirations.
anonymous) in	■ H4. How to	 R33. To listen and 		,
school and in	recognise that	respond		
wider society;	habits can have	respectfully to a		
strategies to	both positive	wide range of		
improve or	and negative	people, including		
support	effects on a	those whose		
courteous,	healthy	traditions, beliefs		
respectful	lifestyle.	and lifestyle are		
relationships.	 H6. What 	different to their		
 R32. About 	constitutes a	own.		
respecting the	healthy diet;			
differences and	how to plan	Puberty 2: Changes		
similarities	healthy meals;	Revisit learning from Year 5		
between people	benefits to	Spring 1		
and recognising	health and	Health and wellbeing:		
what they have in	wellbeing of	Ourselves, growing and		
common with	eating	changing		
others, e.g.	nutritionally	• H26. That for some		
physically, in	rich foods; risk	people gender		
personality or	associated with	identity does not		
background.	not eating a	correspond with		
• R33. To listen and	healthy diet	their biological sex.		
respond	including	 H30. To identify the 		
respectfully to a	obesity and	external genitalia		
wide range of	tooth decay.	and internal		
people, including		reproductive		
those whose		organs in males		
traditions, beliefs		and females and		
and lifestyles are		how the process of		





different to their	puberty relates to
own.	human
	reproduction.
	 H31. About the
	physical and
	emotional changes
	that happen when
	approaching and
	during puberty
	(including
	menstruation, key
	facts about the
	menstrual cycle
	and menstrual
	wellbeing,
	erections and wet
	dreams).
	 H32. About how
	hygiene routines
	change during the
	time of puberty,
	the importance of
	keeping clean and
	how to maintain
	personal hygiene.
	 H33. About the
	processes of
	reproduction and
	birth as part of the
	human life cycle;
	how babies are
	conceived and born
	(and that there are
	ways to prevent a
	baby being made);
	buby being made),





 how babies need to be cared for. H34. About where to get more
information, help and advice about growing and changing, especially about
puberty. H35. About the new opportunities and responsibilities that increasing independence may bring.
Relationships: Respecting self and others Revisit learning from Year 5 Spring 1 R33. To listen and
 R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs
and lifestyle are different to their own.





Meta cognition						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	Different types of families	Keeping your body safe 1	Spending decisions	Share Aware 1 Alex	Social Media	Changing schools
	Healthy/harmful relationships	Keeping your body safe 2	Gambling	Share Aware 2 Lucy	Feelings and common anxieties when changing schools	
Knowledge	Different types of families	Keeping your body safe	Spending decisions	Share Aware 1 Alex	Social Media	Changing schools
and skills	Revisit learning from Year 5 Autumn 1	1 Revisit learning from	Revisit learning from Year 4 Autumn 1	Revisit learning from Year 4 Autumn 1	Revisit learning from Year 6 Spring 2	Revisit learning from Year 6 Summer 1
(links to government statutory guidance and PSHE guidance)	Relationships: Families and close positive relationships R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). R2. That people may be attracted to someone	Year 6 Autumn 1 Relationships: Safe relationships R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R25. Recognise different types of physical	Living in the wider world: Economic wellbeing - money L19. That people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics or giving to charity). L22. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money	Health and wellbeing: Keeping safe H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if friahtened or	Health and wellbeing: Healthy lifestyles (physical wellbeing) H13. About the benefits of the internet; the importance of balancing time online and with other activities; strategies for managing time online. Health and wellbeing: Keeping safe H37. Reasons for	Health and wellbeing: Mental health I H24. Problem- solving strategies for dealing with emotions, challenges and change, including transition to new schools. Health and wellbeing: Ourselves, growing and changing I H35. About the new
	 R2. That people 	 R25. Recognise 	can be won, lost or	themselves and	-	changing





romantically and	is acceptable	 L24. To identify the 	something seen or	complying with	and
sexually; that	and	ways that money	read online and	regulations and	responsibilities
people may be	unacceptable;	can impact on	how to report	restrictions	that increasing
attracted to	strategies to	people's feelings	concerns,	(including age	independence
someone of the	respond to	and emotions.	inappropriate	restrictions); how	may bring.
same sex or	unwanted		content and	they promote	 H36. Strategies
different sex to	physical	Gambling	contact.	personal safety	to manage
them; that	contact.	Revisit learning from Year 6		and wellbeing	transitions
gender identity	R26. About	Spring 1	Relationships: Respecting	with reference to	between classes
and sexual	seeking and	Living in the wider world:	self and others	social media,	and key stages.
orientation are	giving	economic wellbeing - money	 R30. That personal 	television	, <u>-</u>
different.	permission	L23. About the risks	behaviour can	programmes,	
 R3. About 	(consent) in	involved in	affect other	films, games and	
marriage and civil	different	gambling; different	people; to	online gaming.	
partnership as a	situation.	ways money can be	recognise and		
legal declaration	R27. About	worn or lost	model respectful	Living in the wider world:	
of commitment	keeping	through gambling-	behaviour online.	Media literacy and digital	
made by two	something	related activities		resilience	
adults who love	confidential or	and their impact on	Share Aware 2 Lucy	 L11. Recognise 	
and care for each	secret, when	health, wellbeing	<mark>Revisit learning from Year 6</mark>	ways in which the	
other, which is	this should (e.g.	and future	<mark>Spring 2</mark>	internet and	
intended to be	a birthday	aspirations.	Living in the wider world:	social media can	
lifelong.	surprise that	 L24. To identify the 	Economic wellbeing -	be used both	
 R4. That forcing 	others will find	ways that money	money	positively and	
anyone to marry	out about) or	can impact on	 H42. About the 	negatively.	
against their will	should not	people's feelings	importance of	 L12. How to 	
is a crime; that	agree to, and	and emotions.	keeping personal	assess the	
help and support	when it is right		information	reliability of	
is available to	to break a		private; strategies	sources of	
people who are	confidence or		for keeping safe	information	
worried about	share a secret.		online, including	online; and how	
this for	 R28. How to 		how to manage	to make safe,	
themselves and	recognise		requests for	reliable choices	
others.	pressure from		personal	from search	
	others to do		information or	results.	





 R5. That people 	something	images of	 L13. About some
who love and	unsafe or that	themselves and	of the different
care for each	makes them	others; what to do	ways information
other can be in a	feel	if frightened or	and data is
committed	uncomfortable	worried by	shared and uses
relationship (e.g.	and strategies	something seen or	online, including
marriage), living	for managing	read online and	for commercial
together, but	this.	how to report	purposes.
may also live	 R29. Where to 	concerns,	L14. About how
apart.	get advice and	inappropriate	information on
 R6. That a 	report concerns	content and	the internet is
feature of	if worried	contact.	ranked, selected
positive family	about their		and targeted at
life is caring	own or	Relationships: Friendships	specific
relationships;	someone else's	 R12. To recognise 	individuals and
about the	personal safety	what it means to	groups; that
different ways in	(including	'know someone	connected
which people	online).	online' and how	devices can share
care for one		this differs from	information.
another.	Keeping your body safe	knowing someone	 L16. About how
R7. To recognise	2	face-to-face; risks	text and images
and respect that	Relationships: Safe	of communicating	in the media and
there are	relationships	online with others	on social media
different types of	<mark>Revisit learning from</mark>	not known face-to-	can be
family structure	<mark>Year 6 Autumn 1</mark>	face.	manipulated or
(including single	 R25. Recognise 		invented;
parents, same-	different types	Relationships: Safe	strategies to
sex parents, step-	of physical	relationships	evaluate the
parents, blended	contact; what	 R22. About privacy 	reliability of
families, foster	is acceptable	and personal	sources and
parents); that	and	boundaries; what	identify
families of all	unacceptable;	is appropriate in	misinformation.
types can give	strategies to	friendships and	
family members	respond to	wider relationships	
	unwanted	(including online).	





love, security and	physical	 R23. About why Feelings and common
stability.	contact.	someone may anxieties when changing
 R8. To recognise 	 R26. About 	behave differently schools
other shared	seeking and	online, including Revisit learning from Year
characteristics of	giving	pretending to be 4 Autumn 1
healthy family	permission	someone they are Health and wellbeing:
life, including	(consent) in	not; strategies for Mental health
commitment,	different	recognising risks, H21. To recognise
care, spending	situation.	harmful content warning signs
time together;	 R27. About 	and contact; how about mental
being there for	keeping	to report concerns. health and
each other in	something	 R24. How to wellbeing and
times of difficulty.	confidential or	respond safely and how to seek
 R9. How to 	secret, when	appropriately to support for
recognise if	this should (e.g.	adults they may themselves and
family	a birthday	encounter (in all others.
relationships are	surprise that	contexts including
making them feel	others will find	online) whom they Health and wellbeing:
unhappy or	out about) or	do not know. Ourselves, growing and
unsafe, and how	should not	 R29. Where to get changing
to seek help or	agree to, and	advice and report H35. About the
advice.	when it is right	concerns if worried new
	to break a	about their own or opportunities and
Healthy and harmful	confidence or	someone's responsibilities
relationships	share a secret.	personal safety that increasing
Relationships: Families	 R28. How to 	(including online). independence
and close positive	recognise	may bring.
relationships	pressure from	 H36. Strategies to
<mark>Revisit learning from Year</mark>	others to do	manage
<mark>Autumn 1</mark>	something	transitions
 R4. That forcing 	unsafe or that	between classes
anyone to marry	makes them	and key stages.
against their will	feel	
is a crime; that	uncomfortable	Relationships: Friendships
help and support	and strategies	





	<i>c</i> .			
is available to	for managing		R13. The	
people who are	this.		importance of	
worried about	 R29. Where to 		seeking support if	
this for	get advice and		feeling lonely or	
themselves and	report concerns		excluded.	
others.	if worried			
 R9. How to 	about their			
recognise if	own or			
family	someone else's			
relationships are	personal safety			
making them feel	(including			
unhappy or	online).			
unsafe, and how				
to seek help or	Health and wellbeing:			
advice.	Keeping safe			
	Revisit learning from			
Relationships: Managing	<mark>Year 6 Autumn 1</mark>			
hurtful behaviour and	 H45. That 			
bullying	female genital			
Revisit learning from Year	mutilation			
<mark>6 Autumn 1</mark>	(FGM) is			
 R19. About the 	against British			
impact of	law, what to do			
bullying,	and whom to			
including offline	tell if they think			
and online, and	they or			
the consequences	someone they			
of hurtful	know might be			
behaviour.	at risk.			
 R20. Strategies to 				
respond to				
, hurtful behaviour				
experiences or				
witnessed, offline				
and online				
ana oniine				





(including			
teasing, name-			
calling, bullying,			
trolling,			
harassment or			
the deliberate			
excluding of			
others); how to			
report concerns			
and get support.			
 R21. About 			
discrimination:			
what it means			
and how to			
challenge it.			
-			
Relationships: Safe			
relationships			
 R28. How to 			
recognise			
pressure from			
others to do			
something unsafe			
or that makes			
them feel			
uncomfortable			
and strategies for			
managing this.			
Living in the wider world:			
Communities			
Revisit learning from Year			
<mark>5 Autumn 1</mark>			
• L7. To value the			
different			





	 contributions that people and groups make to the community. L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L9. About stereotypes; how they can negatively influence behaviour and attitudes towards others; strategies for challenging stereotypes. 		
Meta Cognition			