

Windmill Hill Academy PSHE Knowledge and Skills Organiser



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)	
	Protected characteristic(s): Age		Protected characteristic(s): Belief and Non-Belief		Protected characteristic(s): Belief and Non-Belief; Race	
Knowledge	Personal, Social & Emotional Development		Personal, Social & Emotional Development		Personal, Social & Emotional Development	
			 See themselves as a v 	valuable individual.	Self-regulation	





- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- 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'.
- 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

Build constructive and respectful relationships.

- 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.

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.

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.

- 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.

Understanding the world

Past and present

• Talk about the lives of the people around them and their roles in society.





	thoroughly. Make healthy choic activity and toothb Understand The World Begin to make sens and family's history Show interest in dij Begin to understan care for the natura living things.	e of their own life-story ferent occupations. d the need to respect and l environment and all o positive attitudes about			different religious and o	nities and differences between cultural communities in this eir experiences and what
Meta						
Cognition						6
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 Protected characteristic(s): Marriage and Civil Partnership 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	Welcome to school	People who care for us	Healthy friendships	Our Health	We all have feelings	Jessie and Friends 1
and skills	Revisit learning from Year F Summer	Revisit learning from Year F Spring	Revisit learning from Year 1 Autumn 1	Revisit learning from Year F <mark>Summer</mark>	Revisit learning from Year <mark>1 Autumn 2</mark>	Revisit learning from Year 1 Summer 1
(links to government	Living in the Wider World: Shared responsibilities		Relationships: Friendships		Health and Wellbeing: Mental health	Health and Wellbeing: Mental health





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statutory	L1. About what	Relationships: Families	R6. About how	Health and Wellbeing:	 H12. How to 	 H12. How to
guidance	rules are, why	and close positive	people make	Healthy lifestyles (physical	recognise and	recognise and
and PSHE	they are needed,	relationships	friends and what	wellbeing)	name different	name different
guidance)	and why different	• R1. About the	makes a good	 H1. About what 	feelings.	feelings.
	rules are needed	roles different	friendship.	keeping healthy	 H13. How 	
	for different	people (e.g.	 R7. About how to 	means; different	feelings can	Health and Wellbeing:
	situations.	acquaintances,	recognise when	ways to keep	affect people's	Keeping safe
	L5. About the	friends and	they or someone	healthy.	bodies and how	 H34. Basic rules
	different roles	relatives) play	else feels lonely	 H2. About foods 	they behave.	to keep safe
	and	in our lives.	and what to do.	that support good	 H14. How to 	online, including
	responsibilities	 R2. To identify 	 R8. Simple 	health and the	recognise what	what is meant by
	people have in	the people who	strategies to	risks of eating too	others might be	personal
	their community.	love and care	resolve arguments	much sugar.	feeling.	information and
		for them and	between friends	 H3. About how 	 H19. To recognise 	what should be
	Relationships: Respecting	what they do to	positively.	physical activity	when they need	kept private; the
	self and others	help them feel	 R9. How to ask for 	helps us to say	help with	importance of
	 R21. About what 	cared for.	help if a friendship	healthy; and ways	feelings; that it is	telling a trusted
	is kind and	R3. About	is making them feel	to be physically	important to ask	adult if they
	unkind behaviour,	different types	unhappy.	active every day.	for help with	come across
	and how this can	of families		 H4. About why 	feelings; and how	something that
	affect others.	including those	Relationships: Respecting	sleep is important	to ask for it.	scares them.
		that may be	self and others	and different ways		
	Emergencies and getting	different to	 R21. about what is 	to rest and relax.	Good and not so good	
	help	their own.	kind and unkind	 H6. That 	feelings	
	<mark>Revisit learning from Year</mark>	 R4. To identify 	behaviour, and	medicines	<mark>Revisit learning from Year</mark>	
	<mark>F Spring</mark>	common	how this can affect	(including	<mark>1 Summer 1</mark>	
	Health and wellbeing:	features of	others.	vaccinations and	Health and Wellbeing:	
	Keeping safe	family life.	 R24. How to listen 	immunisations	Mental health	
	 H35. About what 	R5. That it is	to other people and	and those that	 H11. About 	
	to do if there is	important to	play and work	support allergic	different feelings	
	an accident and	tell someone	cooperatively.	reactions) can help	that humans can	
	someone is hurt.	(such as their		people to stay	experience.	
	 H36. How to get 	teacher) if	Our bodies and boundaries:	healthy.	 H15. To recognise 	
	help in an	something	NSPCC Pants	 H8. How to keep 	that not everyone	
	emergency (how	about their		safe in the sun and	feels the same at	





family makes	Revisit learning from Year 1	nrotect skin from	the same time, or
2 1			feels the same
		_	about the same
or worned.	_		things.
Relationships			 H16. About ways
			of sharing
		5 5	feelings; a range
			of words to
	,	-	describe feelings.
	-	-	 H17. About
	periis, testicies).		things that help
	Polationshing, Cafe		people feel good
			(e.g. playing
otners.	-	physically nealthy.	outside, doing
	_		things they enjoy,
• • •	-		spending time
	-		with family,
		· •	getting enough
		3	sleep).
			 H18. Different
5 5 5		3,	things that they
		_	can do to
	-		manage big
			feelings, to help
			calm themselves
-	contact makes	much sugar.	down and/or
	-		change their
that people can	-		mood when they
say hurtful	unsafe.		don't feel good.
things online.	 R17. About 		
 R11. about how 	knowing there are		
people may	situations when		
feel if they	they should ask for		
experience	permission and		
hurtful	also when their		
	them unhappy or worried.	them unhappy or worried.Autumn 2Relationships: Respecting self and othersHealth and wellbeing: 	them unhappy or worried.Autumn 2 Health and wellbeing: Ourselves, growing and changing 0 H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).sun damage.Relationships: Respecting self and others• H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).• H9. About different ways to learn and play; recognising the importance of knowing when to take a break from toke a break from they are the same and different to others.Rights, responsibilities and respect Relationships: Ranaging hurful behaviour and bullying enviste Relations; that people can say hurful things online.Autumn 2 Health and Well Being: Relationships: <br< td=""></br<>





behaviour or permission should
bullying. be sought.
 R12. That R19. Basic
hurtful techniques for
behaviour resisting pressure
(offline and to do something
online) they don't want to
including do and which may
teasing, name- make them unsafe.
calling, bullying R20. What to do if
and they feel unsafe or
excluding themselves or
others is not others; who to ask
acceptable; for help and
how to report vocabulary to use
bullying; the when asking for
importance of help; importance of
telling a trusted keeping trying until
adult. they are heard.
Relationships:
Respecting self and
others
 R21. About
what is kind
and unkind
behaviour, and
how this can
affect others.
\blacksquare R22. About
how to treat
themselves and
others with
respect; how to





		be polite and courteous. Living in the wider world: Shared responsibilities L2. How people and other living things have different needs; about the responsibilities of caring for them. L3. About things they can do to help them look after their environment.				
Meta		chui onniene.				
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 Protected characteristic(s): Age Big Feelings	Keeping our teeth clean
Knowledge and skills	Respecting Uniqueness Revisit learning from Year 1 Spring 1	Everyday safety Revisit learning from Year 1 Autumn 1	Learning about work Revisit learning from Year 2 Autumn 1	Jessie & Friends Sharing Pictures 2	Jessie & Friends Playing games 2	Keeping our teeth clean Revisit learning from Year 1 Spring 2





(links to	Health and Wellbeing:	Health and Wellbeing:		Revisit learning from Year 1	Revisit learning from Year	Health and wellbeing:
government	Ourselves, growing and	Keeping safe	Living in the wider world:	<mark>Summer 2</mark>	<mark>2 Spring 2</mark>	Healthy lifestyles (physical
statutory	changing	 H29. To 	Economic well-being —	Health and wellbeing:	Relationships: Safe	wellbeing)
guidance	 H21. To recognise 	recognise risk	aspirations, work and career	Keeping safe	relationships	 H7. About dental
and PSHE	what makes them	in simple	L14. That everyone	 H34. Basic rules to 	 R14. That 	care and visiting
guidance)	special.	everyday	has different	keep safe online,	sometimes	the dentist; how
	• H22. To recognise	situations and	strengths.	including what is	people may	to brush teeth
	the ways in which	what action to	 L15. That jobs help 	meant by personal	behave	correctly; food
	we are all unique.	take to	people to earn	information and	differently online,	and drink that
	 H23. To identify 	minimise harm.	money to pay for	what should be	including by	support dental
	what they are	 H30. About 	things.	kept private; the	pretending to be	health.
	good at, what	how to keep	• L16. Different jobs	importance of	someone they are	
	they like and	safe at home	that people they	telling a trusted	not.	
	dislike.	(including	know or people	adult if they come	 R18. About the 	
		around	who work in the	across something	importance of not	
	Relationships: Respecting	electrical	community do.	that scares them.	keeping adults'	
	self and others	appliances) and	 L17. About some of 		secrets (only	
	• R23. To recognise	fire safety (e.g.	the strengths and	Relationships: Safe	happy surprises	
	the ways in which	not playing	interests someone	relationships	that others will	
	they are the same	with matches	might need to do	 R14. That 	find out	
	and different to	and lighters).	different jobs.	sometimes people	eventually).	
	others.	 H31. That 		may behave		
		household	Living in the wider world:	differently online,	Living in the wider world:	
	Our communities	products	Economic well-being –	including by	Media literacy and digital	
	Revisit learning from Year	(including	money	pretending to be	resilience	
	<mark>1 Autumn 1</mark>	medicines) can	 L10. What money 	someone they are	 L9. That not all 	
	Living in the wider world:	be harmful if	is; forms that	not.	information seen	
	Communities	not used	money comes in;	 R15. How to 	online is true.	
	• L4. About the	correctly.	that money comes	respond safely to		
	different groups	 H32. Ways to 	from different	all adults they	Health and wellbeing:	
	they belong to.	keep safe in	sources.	don't know.	Keeping safe	
	 About the 	familiar and	 L11. That people 		H28. About rules	
	different roles	unfamiliar	make different	Living in the wider world:	and age	
	and	environments	choices about how	Media literacy and digital	restrictions that	
	responsibilities	(e.g. beach,		resilience	keep us safe.	





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people have in	shopping	to save and spend	• L7. About how the	
their community.	centre, park,	money.	internet and	Big Feelings
 L6. To recognise 	swimming	 L12. About the 	digital devices can	Revisit learning from Year
the ways they are	pool, on the	difference between	be used safely to	1 Summer 1
the same as, and	street) and how	needs and wants;	find things out and	Health and wellbeing:
different to, other	to cross the	that sometimes	to communicate	Mental health
people.	road safely.	people may not	with others.	 H13. How
		always be able to	L8. About the role	feelings can
Relationships: Respecting	Basic First Aid	have the things	of the internet in	affect people's
self and others	Revisit learning from	they want.	everyday life.	bodies and how
 R25. How to talk 	Year 1 Autumn 1 and	 L13. That money 	 L9. That not all 	they behave.
about and share	Year 2 Autumn 2	needs to be looked	information seen	 H18. Different
their opinions on	Health and Wellbeing:	after; different	online is true.	things they can
that matter to	Keeping safe	ways of doing this.		do to manage big
them.	 H35. About 			feelings, to help
	what to do if		Jessie & Friends Playing	calm themselves
	there is an	Horrible Hands	games 1	down and/or
	accident and	Revisit learning from Year 1	Revisit learning from Year 1	change their
	someone is	<mark>Spring 2</mark>	Summer 2 and Year 2	mood when they
	hurt.	Health and wellbeing:	<mark>Spring 2</mark>	don't feel good.
	 H36. How to 	Healthy lifestyles (physical	Health and wellbeing:	 H19. To recognise when they need
	get help in an	wellbeing)	Keeping safe	when they need
	emergency	 H5. Simple hygiene 	 H34. Basic rules to 	help with
	(how to dial 999 and what	routines that can	keep safe online,	feelings; that it is
		stop germs from	including what is	important to ask
	to say).	spreading.	meant by personal information and	for help with foolings: and how
			what should be	feelings; and how to ask for it.
	1			 H20. About
			kept private; the 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
		L	1	





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			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
			all adults they	changing from
			don't know.	young to old and
				how people's
			Living in the wider world:	needs change.
			Media literacy and digital	 H27. About
			resilience	preparing to
			 L7. About how the 	move to a new
			internet and	
				class/year group.
			digital devices can	
			be used safely to	Health and wellbeing:
			find things out and	Drugs, alcohol and
			to communicate	tobacco
			with others.	 H37. About
			 L8. About the role 	things that
			of the internet in	people can put
			everyday life.	into their body or
			 L9. That not all 	on their skin; how
			information seen	these can affect
			online is true.	how people feel.
	1	1	1	





Meta						
Cognition						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
PSHE	World of Work Protected	Road Safety	Physical Activity	Turn off let's play (The internet and everyday life)	Expressing feelings	Sun Safety
	characteristic(s): Disability; Race; Sex (gender)	Individual and Collective Strengths Protected characteristic(s): Belief	Everyday Drugs	Everyday feelings	Wellbeing	
	Spending and Saving Money	and Non-Belief; Disability; Race; Sex (gender)				
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:	<mark>Revisit learning from</mark>	<mark>Revisit learning from Year 1</mark>	internet and everyday life)	<mark>Revisit learning from Year</mark>	Revisit learning from Year
	Economic wellbeing –	<mark>Year 2 Autumn 2</mark>	<mark>Spring 2</mark>	Revisit learning from Year 2	<mark>3 Spring 2</mark>	<mark>1 Spring 2</mark>
(links to	aspirations, work and	Health and wellbeing:	Health and Wellbeing:	Summer 1	Health and wellbeing:	Health and Wellbeing:
government	career	Keeping safe	Healthy lifestyles (physical	Health and wellbeing:	Mental health	Healthy lifestyles (physica
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
and PSHE	 L25. To recognise positive things 	safe in the local environment or	elements of a balanced, healthy	 H13. About the benefits of the 	change over time and range in	benefits of sun exposure and
guidance)	about themselves	unfamiliar	lifestyle.	internet; the	intensity.	risks of exposure
	and their	places (road).	 H3. 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		_	





jobs/careers that	may require	habits can have	Everyday feelings	 H19. A varied 	 H14. How and
people can have;	the emergency	both positive and	Revisit learning from Year 2	vocabulary to use	when to seek
that people often	services; know	negative effects on	Summer 1	when talking	support,
have more than	how to contact	a healthy lifestyle.	Health and wellbeing:	about feelings;	including which
one career/type	them and what	 H7. How regular 	Mental health	about how to	adults to speak
of job during	to say.	(daily/weekly)	 L17. To recognise 	express feelings	to in and outside
their life.		exercise benefits	that feelings can	in different ways.	school, if they
 L27. About 		mental and	change over time	 H20. Strategies to 	are worried
stereotypes in the	Individual and	physical health	and range in	respond to	about their
workplace and	Collective Strengths	(e.g. walking or	intensity.	feelings, including	health.
that a person's	Revisit learning from	cycling to school,	 H18. About 	intense or	
career aspiration	Year 3 Autumn 1	daily active mile);	everyday things	conflicting	
should not be	Health and wellbeing:	recognise	that affect feelings	feelings; how to	
limited by them.	Ourselves, growing and	opportunities to be	and the	manage and	
L28. About what	changing	physically active an	importance of	respond to	
might influence	• H27. To	some of the risks	expressing	feelings	
people's decisions	recognise their	associated with an	feelings.	appropriately and	
about a job or	individuality	inactive lifestyle.	 H20. Strategies to 	proportionately	
career (e.g.	and personal		respond to	in different	
personal interests	qualities.	Health and Wellbeing:	feelings, including	situations.	
and values,		Mental health	intense or		
family	Living in the wider	 H16. About 	conflicting	Wellbeing	
connections to	world: Economic	strategies and	feelings; how to	<mark>Revisit learning from Year</mark>	
certain trades or	wellbeing – aspirations,	behaviours that	manage and	<mark>2 Summer 1</mark>	
businesses,	work and career	support mental	respond to feelings	Health and wellbeing:	
strengths and	 L25. To 	health — including	appropriately and	Mental health	
qualities, ways in	recognise	how good quality	proportionately in	 H8. About how 	
which	positive things	sleep, physical	different	sleep contributes	
stereotypical	about	exercise/time	situations.	to a healthy	
assumptions can	themselves and	outdoors, being		lifestyle; routines	
deter people from	their	involved in		that support	
aspiring to	achievements;	community groups,		good quality	
certain jobs).	set goals to	doing things for		sleep; the effects	
L29. That some	help achieve	others, clubs, and		of a lack of sleep	
jobs are paid		activities, hobbies		on the body,	





more than others and money is one	personal outcomes.	and spending time	feelings,
	outcomes		
		with family and	behaviour and
factor which may	 L30. About 	friends can support	the ability to
influence a	some of the	mental health and	learn.
person's job or	skills that will	wellbeing.	
career choice;	help them in		Health and wellbeing:
that people may	their future		Mental health
choose to do	careers, e.g.	Everyday Drugs	 H15. That mental
voluntary work	teamwork,	Revisit learning from Year 1	health, just like
which is unpaid.	communication	<mark>Spring 2</mark>	physical health, is
 L30. About some 	and	Health and Wellbeing:	part of daily life;
of the skills that	negotiation.	Keeping safe	the importance of
will help them in		 H40. About the 	taking care of
their future	Living in the wider	importance of	mental health.
careers, e.g.	world: Communities	taking medicines	 H16. About
teamwork,	• L7. To value the	correctly and using	strategies and
communication	different	household products	behaviours that
and negotiation.	contributions	safely (e.g.	support mental
<i>L31. To identify</i>	that people	following	health – including
the kind of job	and groups	instructions	how good quality
that they might	make to the	carefully).	sleep, physical
like to do when	community.		exercise/time
they are older.	L8. About	Health and Wellbeing:	outdoors, being
 L32. To recognise 	diversity: what	Drugs, alcohol and tobacco	involved in
a variety of	it means; the	 H46. About the 	community
routes into	benefits of	risks and effects of	groups, doing
careers (e.g.	living in a	legal drugs	things for others,
college,	diverse	common to	clubs, activities,
apprenticeship,	community;	everyday life (e.g.	hobbies and
university).	about valuing	cigarettes, e-	spending time
	diversity within	cigarettes/vaping,	with family and
Spending and saving	communities.	alcohol and	friends can
money		medicines) and	support mental
Revisit learning from Year		their impact on	health and
2 Spring 1		health; recognise	wellbeing.





Living in the wider worl	-	that drug use can
Economic wellbeing –	Respecting self and	become a habit
money	others	which can be
 L17. About the 		difficult to break.
different ways	-	 H47. To recognise
pay for things	importance of	that there are laws
and the choice	s self-respect	surrounding the
people have	and how this	use of legal drugs
about this.	can affect their	and that some
 L18. To recogn 	ise thoughts and	drugs are illegal to
that people ha	ve feelings about	own, use and give
different	themselves;	to others.
attitudes towa	rds that everyone,	H48. About why
saving and	including them,	people choose to
spending mon	_	use or not to use
what influence	s to be treated	drugs (including
people's	politely and	nicotine, alcohol
decisions; wha	t with respect by	and medicines).
makes someth	ing others	• 49. About the
ʻgood value fo	(including	mixed messages in
money'.	online and/or	the media about
,	anonymous) in	drugs, including
	school and in	alcohol and
	wider society;	smoking/vaping.
	strategies to	H50. About the
	improve or	organisations that
	support	can support people
	courteous,	concerning alcohol,
	respectful	tobacco and
	relationships.	nicotine or other
	. clationships.	drug use; people
		they can talk to if
		they have
		concerns.





Meta Cognition Year 4 Concept	Autumn 1 Rebellion and Invasion	Autumn 2 Natural elements	Spring 1 Civilisation	Spring 2 Environmental	Summer 1 Discoveries	Summer 2 Culture
PSHE	What makes a good friend? Respecting others Protected characteristic(s): Belief and Non-Belief; disability; Race; Sex (gender)	Resolving conflict and managing pressure Everyday safety and basic first aid	Money choices Volunteering and Citizenship Protected characteristic(s): Belief and Non-Belief; Race	Play, like, share 1 – Alfie Play, like, share 2 – Magnus	Play, like, share 3 – fans Managing feelings	The environment
Knowledge and skills (links to government statutory guidance and PSHE guidance)	What makes a good friend? Relationships: Friendships Revisit learning from Year 1 Spring 1 R11. What constitutes a positive healthy friendship (mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and	Resolving conflict and managing pressure Relationships: Friendships Revisit learning from Year 4 Autumn 1 R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. R15. Strategies	Money choices Living in the wider world: Economic wellbeing - money Revisit learning from Year 2 Spring 1 L17. About the different ways to pay for things and the choices people have about this. L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes	Play, like, share 1 - AlfieLiving in the wider world:Economic wellbeing -moneyRevisit learning from Year 3Spring 2• R27. Aboutkeeping somethingconfidential orsecret, when thisshould (e.g. abirthday surprisethat others willfind out about) orshould not agreeto, and when it isright to break aconfidence or	 Play, like, share 3 - fans Relationships: Safe relationships Revisit learning from Year 4 Spring 2 R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. 	The environment Living in the wider world: Shared responsibilities Revisit learning from Year 2 Autumn 1 L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing,





the same	and managing	something 'good	 R28. How to 	Managing feelings	recycling; food
principles apply	peer influence	value for money'.	recognise pressure	Health and wellbeing:	choices).
to online	and a desire for	 L20. To recognise 	from others to do	Mental health	
friendships as to	peer approval.	that people make	something unsafe	Revisit learning from Year	
face-to-face	 R16. How 	spending decisions	or that makes	4 Autumn 2	
relationships.	friendships can	based on priorities,	them feel	 H17. To recognise 	
 R12. To recognise 		needs and wants.	uncomfortable	that feelings can	
what it means to	_	 L21. Different ways 	and strategies for	change over time	
'know someone	making new	to keep track of	managing this.	and range in	
online' and how	friends and the	money.	 R29. Where to get 	intensity.	
this differs from	benefits of	-	advice and report	 H19. A varied 	
knowing	having	Volunteering and	concerns if worried	vocabulary to use	
someone face-to	different types	Citizenship	about their own or	when talking	
face; risks of	of friends.	Living in the wider world:	someone else's	about feelings;	
communicating	 R17. That 	Shared responsibilities	personal safety	about how to	
online with	friendships	Revisit learning from Year 2	(including online).	express feelings	
others not known	have ups and	<mark>Spring 1</mark>		in different ways.	
face-to-face.	downs;	 L2. How people 	Play, like, share 2 - Magnus		
 R13. The 	strategies to	and other living	Health and wellbeing:		
importance of	resolve	things have	Keeping safe		
seeking support i		different needs;	Revisit learning from Year 3		
feeling lonely or	reconcile	about the	<mark>Spring 2</mark>		
excluded.	differences	responsibilities of	 H42. About the 		
 R14. That healthy 	' '	caring for them.	importance of		
friendships make	safely.	 L3. About things 	keeping personal		
people feel		they can do to help	information		
included;	Relationships: Families	look after their	private; strategies		
recognise when	and close positive	environment.	for keeping safe		
others may feel	relationships	• L4. The importance	online, including		
lonely or	R9. How to	of having	how to manage		
excluded;	recognise if	compassion	requests for		
strategies for	family	towards others;	personal		
how to include	relationships	shared	information or		
them.	are making	responsibilities we	images of		
	them feel	all have for caring	themselves and		





•	R16. How		unhappy or		for other people	others; what to do	
	friendships can		unsafe, and		and living things;	if frightened or	
	change over time,		how to seek		how to show care	worried by	
	about making		help or advice.		and concern for	something seen or	
	new friends and				others.	read online and	
	the benefits of	Everyda	ay safety and	-	L5. Ways of	how to report	
	having types of	basic fi	rst aid		carrying out shared	concerns,	
	friends.	Health	and wellbeing:		responsibilities for	inappropriate	
•	R17. That	Keeping	g safe		protecting the	content and	
	friendships have	Revisit i	<mark>learning from</mark>		environment in	contact.	
	ups and downs;	Year 27	<mark>Autumn 2</mark>		school and at		
	strategies to	-	H43. About		home; how	Health and wellbeing:	
	resolve disputes		what is meant		everyday choices	Keeping safe	
	and reconcile		by first aid;		can affect the	 L15. Recognise 	
	differences		basic		environment (e.g.	things appropriate	
	positively and		techniques for		reducing, reusing,	to share and	
	safely.		dealing with		recycling; food	things that should	
•	R18. To recognise		common		choices).	not be shared on	
	if a friendship		injuries.	-	L7. To value the	social media; rules	
	(online or offline)	-	H44. How to		different	surrounding	
	is making them		respond and		contributions that	distribution of	
	feel unsafe or		react in an		people and groups	images.	
	uncomfortable;		emergency		make to the		
	how to manage		situation; how		community.		
	this and ask for		to identify				
	support if		situations that	Health	and wellbeing:		
	necessary.		may require	Menta	ıl health		
			the emergency	<mark>Revisit</mark>	<mark>: learning from Year 3</mark>		
-	ting others		services; know	<mark>Spring</mark>	1		
-	n the wider world:		how to contact	-	H16. About		
	responsibilities		them and what		strategies and		
<mark>Revisit i</mark>	<mark>learning from Year</mark>		to say.		behaviours that		
<mark>2 Autur</mark>	<mark>nn 1</mark>				support mental		
•	L1. To recognise				health – including		
	reasons for rules				how good quality		





and laws;	sleep, physical	
consequences of	exercise/time	
not adhering to	outdoors, being	
rules and laws.	involved in	
L2. To recognise	community groups,	
there are human	doing things for	
rights, that are	others, clubs, and	
there to protect	activities, hobbies	
everyone.	and spending time	
L3. About the	with family and	
relationship	friends can support	
between rights	mental health and	
and	wellbeing.	
responsibilities.		
 L4. The 	Health and wellbeing:	
importance of	Ourselves, growing and	
having	changing	
compassion	Revisit learning from Year 3	
towards others;	Spring 1	
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		





Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Cognition (ear 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
/leta						
	with.					
	challenge those they disagree					
	constructively					
	point of view and					
	issues, respect other people's					
	debate topical					
	discuss and					
	 R34. How to 					
	own.					
	and lifestyle are different to their					
	traditions, beliefs					
	those whose					
	people, including					
	respectfully to a wide range of					
	respond					
	• R33. To listen and					
	background.					
	physically, in personality or					
	others, e.g.					
	common with					
	what they have in					
	between people and recognising					





PSHE	A diverse community Protected	Illness	Puberty 1: Bodies and Reproduction	Online content	Mental health and keeping well	Exploring risk
	characteristic(s): Age;	Nutrition and healthy	Sex (gender); Gender	Online contact		
	Belief and non-belief;	eating	reassignment; Pregnancy		Managing challenge and	
	disability; Race; Sex		and Maternity		change	
	(gender)					
	Respectful relationships		Puberty 2: Changes			
	Protected		Age; Sex (gender); Gender			
	characteristic(s): Belief		reassignment; Pregnancy			
	and non-belief; Marriage		and Maternity			
	and Civil Partnership					
Knowledge	A diverse community	Illness	Puberty 1: Bodies and	Online content	Mental health and	Exploring risk
and skills	Revisit learning from Year	Revisit learning from	reproduction	Revisit learning from Year 4	keeping well	Revisit learning from Year
	<mark>4 Spring 1</mark>	Year 3 Spring 1	Revisit learning from Year 1	Summer 1	Revisit learning from Year	<mark>3 Spring 1</mark>
(links to	Living in the wider world:	Health and wellbeing:	<mark>Spring 1</mark>	Relationships: Safe	<mark>5 Autumn 2</mark>	Health and wellbeing:
government	communities	Healthy lifestyles	Health and wellbeing:	relationships	Health and wellbeing:	Ourselves, growing and
statutory	• L6. About the	(physical wellbeing)	Healthy lifestyles (physical	 R23. About why 	Mental health	changing
quidance	different groups	 H1. How to 	wellbeing)	someone may	 H15. That mental 	 H29. About how
and PSHE	that make up	make informed	 H9. That bacteria 	behave differently	health, just like	to manage
guidance)	their community;	decisions about	and viruses can	online, including	physical health, is	setbacks/perceiv
g,	what living in a	health.	affect health; how	pretending to be	part of daily life;	ed failures,
	community	 H5. About what 	everyday hygiene	someone they are	the importance of	including how to
	means.	good physical	routines can limit	not; strategies for	taking care of	re-frame
	 L7. To value the 	health means;	the spread of	recognising risks,	mental health.	unhelpful
	different	how to	infection; the wider	harmful content	 H17. To recognise 	thinking.
	contributions that	recognise early	importance of	and contact; how	feelings can	
	people and	signs of	personal hygiene	to report concerns.	change over time	Health and wellbeing:
	groups make to	physical illness.	and how to	 R24. How to 	and range in	Keeping safe
	the community.	 H10. How 	maintain it.	respond safely and	intensity.	 H37. Reasons for
	L8. About	medicines,		appropriately to	 H21. To recognise 	following and
	diversity; what it	when used		adults they may	warning signs	complying with
	means; the	responsibly,		encounter (in all	about mental	regulations and





benefits of living	contribute to	Health and wellbeing:	contexts including	health and	restrictions
in a diverse	health; that	Ourselves, growing and	online) who they	wellbeing and	(including age
community;	some diseases	changing	do not know.	how to seek	restrictions); how
about valuing	can be	 H26. That for some 	 R29. Where to get 	support for	to promote
diversity within	prevented by	people gender	advice and report	themselves and	personal safety
communities.	vaccinations	identity does not	concerns if worried	others.	and wellbeing
 L10. About 	and	correspond with	about their own or	otheroi	with reference to
prejudice; how to	immunisations;	their biological sex.	someone ese's	Managing challenge and	social media,
recognise	how allergies	 H30. To identify the 	personal safety.	change	television
behaviours/actio	can be	external genitalia	personar sujety.	Revisit learning from Year	programmes,
ns which	managed.	and internal	Online contact	<mark>5 Summer 1</mark>	films, games and
discriminate	 H11. How to 	reproductive	Revisit learning from Year 5	Health and wellbeing:	online gaming.
against others;	maintain good	organs in males	Spring 2	Mental health	 H38. How to
ways of	oral hygiene	and females and	Relationships: Friendships	 H17. To recognise 	predict, assess
responding to it if	(including	how the process of	 R12. To recognise 	feelings can	and manage risk
witnessed or	correct	puberty relates to	what it means to	change over time	in different
	brushing and	human	'know someone	and range in	situations.
experienced.	flossing); why	reproduction.	online' and how it	intensity.	 H39. About
Health and wellbeing:	regular visits to	 H31. About the 	differs from	 H21. To recognise 	- H39. About hazards
5	the dentist are		33 3	5	(including risk
Ourselves, growing and		physical and	knowing someone	warning signs about mental	
changing H25. About 	essential; the	emotional changes	face-to-face; risks	health and	risks) that may
	impact of	that happen when	of communicating		cause harm,
personal identity;	lifestyle choices	approaching and	online with others	wellbeing and	injury or risk in
what contributes	on dental care	during puberty	not known face-to-	how to seek	the home and
to who we are	(e.g. sugar	(including	face. B18 To recognise	support for	what they can do
(e.g. ethnicity,	consumption/a	menstruation, key	- N10. TO recognise	themselves and	to reduce risks
family, gender,	cidic drinks	facts about the	if a friendship	others.	and keep safe.
faith, culture,	such as fruit	menstrual cycle	(online or offline)	 H22. To recognise 	
hobbies,	juices,	and menstrual	is making them	that anyone can	Relationships: Safe
likes/dislikes).	smoothies and	wellbeing,	feel unsafe or	experience	relationships
	fruit teas; the	erections and wet	uncomfortable;	mental ill health;	 R28. How to
Respectful relationships	effects of	dreams).	how to manage	that most	recognise
Relationships: Families	smoking).	 H32. About how 	this and ask for	difficulties can be	pressure from
and close positive	H14. How and	hygiene routines	support if	resolved with	others to do
relationships	when to seek	change during the	necessary.	help and support;	something





<mark>Revisit learning from Year</mark>	support,	time of puberty,		and that it is	unsafe or that
<mark>4 Autumn 1</mark>	including which	the importance of	Relationships: Safe	important to	makes them feel
 R8. To recognise 	adults to speak	keeping clean and	relationships	discuss feelings	uncomfortable
other shared	to in and	how to maintain	 R23. About why 	with a trusted	and strategies
characteristics of	outside school,	personal hygiene.	someone may	adult.	for managing
healthy family	if they are	 H33. About the 	behave differently	 H23. About 	this.
life, including	worried about	processes of	online, including	change and loss,	
commitment,	their health.	reproduction and	pretending to be	including death,	Living in the wider world:
care, spending		birth as part of the	someone they are	and how these	economic wellbeing -
time together;	Nutrition and Healthy	human life cycle;	not; strategies for	can affect	money
being there for	eating	how babies are	recognising risks,	feelings; ways of	 L22. About risks
each other in	Health and wellbeing:	conceived and born	harmful content	expressing and	associated with
times of difficulty.	Healthy lifestyles	(and that there are	and contact; how	managing grief	money (e.g.
	(physical wellbeing)	ways to prevent a	to report concerns.	and	money can be
Relationships: Respecting	<mark>Revisit learning from</mark>	baby being made);	 R24. How to 	bereavement.	won, lost or
self and others	<mark>Year 1 Spring 2</mark>	how babies need to	respond safely and	 H24. Problem- 	stolen) and ways
• R31. To recognise	 H1. How to 	be cared for.	appropriately to	solving strategies	of keeping
the importance of	make informed	 H34. About where 	adults they may	for dealing with	money safe.
self-respect and	decisions about	to get more	encounter (in all	emotions,	 L23. About the
how this can	health.	information, help	contexts including	challenges and	risks involved in
affect their	■ H2. The	and advice about	online) who they	change, including	gambling;
thoughts and	elements of a	growing and	do not know.	transition to new	different ways
feelings about	balanced,	changing,	 R29. Where to get 	schools.	money can be
themselves; that	healthy	especially about	advice and report		won or lost
everyone,	lifestyle.	puberty.	concerns if worried		through
including them,	 H3. The choices 	 H35. About the 	about their own or		gambling-related
should expect to	that support a	new opportunities	someone ese's		activities and
be treated	healthy lifestyle	and responsibilities	personal safety.		their impact on
politely and with	and recognise	that increasing			health, wellbeing
respect by others	what might	independence may			and future
(including when	influence these.	bring.			aspirations.
online and/or	 H4. How to 	Deletienskies Deenseli			
anonymous) in	recognise that	Relationships: Respecting			
school and in	habits can have	self and others			
wider society;	both positive				





	1			
strategies to	and negative	R33. To listen and		
improve or	effects on a	respond		
support	healthy	respectfully to a		
courteous,	lifestyle.	wide range of		
respectful	 H6. What 	people, including		
relationships.	constitutes a	those whose		
 R32. About 	healthy diet;	traditions, beliefs		
respecting the	how to plan	and lifestyle are		
differences and	healthy meals;	different to their		
similarities	benefits to	own.		
between people	health and			
and recognising	wellbeing of	Puberty 2: Changes		
what they have in	n eating	Revisit learning from Year 5		
common with	nutritionally	Spring 1		
others, e.g.	rich foods; risk	Health and wellbeing:		
physically, in	associated with	Ourselves, growing and		
personality or	not eating a	changing		
background.	healthy diet	• H26. That for some		
 R33. To listen and 	-	people gender		
respond	obesity and	identity does not		
respectfully to a	tooth decay.	correspond with		
wide range of	,	their biological sex.		
people, including		 H30. To identify the 		
those whose		external genitalia		
traditions, beliefs		and internal		
and lifestyles are		reproductive		
different to their		organs in males		
own.		and females and		
00011.	-	how the process of		
		puberty relates to		
		human		
		reproduction.		
		 H31. About the 		
		physical and		
		emotional changes		





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	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);
	how babies need to
	be cared for.
	 H34. About where
	to get more
	information, help
	and advice about





Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Meta cognition						
			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 respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.			





PSHE	Different types of families Sex (gender); Race; Sexual Orientation; Marriage and Civil Partnership Healthy/harmful relationships Age; Race; Disability; Belief and Non-Belief; Sex (gender); Sexual Orientation.	Keeping your body safe 1 Keeping your body safe 2	Spending decisions Gambling	Share Aware 1 Alex Share Aware 2 Lucy	Social Media Feelings and common anxieties when changing schools	Changing schools
Knowledge and skills (links to government statutory guidance and PSHE guidance)	Different types of families Revisit learning from Year 5 Autumn 1 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 emotionally, romantically and	Keeping your body safe 1 Revisit learning from 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 contact; what is acceptable	 Spending decisions Revisit learning from Year 4 Autumn 1 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 safe. 	Share Aware 1 Alex Revisit learning from Year 4 Autumn 1 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 frightened or worried by something seen or	Social Media Revisit learning from Year 6 Spring 2 Health and wellbeing: Healthy lifestyles (physical wellbeing) I 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 I H37. Reasons for following and complying with	Changing schools Revisit learning from Year 6 Summer 1 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 opportunities and





sexually; that	and	 L24. To identify the 	read online and	regulations and	responsibilities
				regulations and restrictions	
people may be	unacceptable;	ways that money	how to report		that increasing
attracted to	strategies to	can impact on	concerns,	(including age	independence
someone of the	respond to	people's feelings	inappropriate	restrictions); how	may bring.
same sex or	unwanted	and emotions.	content and	they promote	 H36. Strategies
different sex to	physical		contact.	personal safety	to manage
them; that	contact.	Gambling		and wellbeing	transitions
gender identity	 R26. About 	Revisit learning from Year 6	Relationships: Respecting	with reference to	between classes
and sexual	seeking and	Spring 1	self and others	social media,	and key stages.
orientation are	giving	Living in the wider world:	 R30. That personal 	television	
different.	permission	economic wellbeing - money	behaviour can	programmes,	
 R3. About 	(consent) in	 L23. About the risks 	affect other	films, games and	
marriage and civil	different	involved in	people; to	online gaming.	
partnership as a	situation.	gambling; different	recognise and		
legal declaration	 R27. About 	ways money can be	model respectful	Living in the wider world:	
of commitment	keeping	worn or lost	behaviour online.	Media literacy and digital	
made by two	something	through gambling-		resilience	
adults who love	confidential or	related activities	Share Aware 2 Lucy	 L11. Recognise 	
and care for each	secret, when	and their impact on	<mark>Revisit learning from Year 6</mark>	ways in which the	
other, which is	this should (e.g.	health, wellbeing	<mark>Spring 2</mark>	internet and	
intended to be	a birthday	and future	Living in the wider world:	social media can	
lifelong.	surprise that	aspirations.	Economic wellbeing -	be used both	
 R4. That forcing 	others will find	 L24. To identify the 	money	positively and	
anyone to marry	out about) or	ways that money	 H42. About the 	negatively.	
against their will	should not	can impact on	importance of	 L12. How to 	
is a crime; that	agree to, and	people's feelings	keeping personal	assess the	
help and support	when it is right	and emotions.	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	
 R5. That people 	others to do		information or	results.	
who love and	something		images of		





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





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





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





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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.			
managing this.			
Living in the wider world:			
Communities			
Revisit learning from Year			
5 Autumn 1			
• L7. To value the			
different			
contributions that			
people and			





Meta Cognition
