

Myself & My Relationships
Beginning and Belonging (BB F)

- How am I special and what is special about other people in my class?
- **What have I learnt to do and what would I like to learn next?** SR
- How do we welcome new people to our class?
- What can I do to help everyone in our classroom feel safer and happier?
- **How can I play and work well with others?** SR
- **How can I show I am listening to an adult?** SR
- **What can help me to follow instructions?** SR

- Belonging in the class
- Likes and dislikes
- Similarities and differences
- Setting goals
- Listening skills
- Rights Rules and Responsibilities
- Communication & cooperation
- Ground Rules
- Right and wrong
- Fair and unfair

Myself & My Relationships
Family and Friends (FF F)

- **Who are my special people and why are they special to me?** BR
- **Who is in my family and how do we care for each other?** BR
- **What is a friend and how can I be a good one?** BR
- **How do I make new friends?** BR
- **How can I respect my own needs and the needs of others?** BR
- **How can I make up with friends when I have fallen out with them?** BR
- **How does what I do affect others?** BR
- Do I know what to do if someone is unkind to me? SR

- Families
- Kindness, cooperation & turn taking
- Friendship
- Bullying
- Conflict resolution
- Telling an adult & asking for help
- Being assertive
- Networks of support
- Supporting others

Myself & My Relationships
My Emotions (ME F)

- Can I recognise and talk about my feelings? SR
- Can I recognise emotions in other people and say how they might be feeling? SR
- Do I know what might cause different emotions in myself and other people? SR
- How might I and others feel when things change? SR
- **What are some simple ways to help myself feel better?** SR
- **How can I help other people feel better?** SR
- **What could I do when things are difficult for me?** MS

- Identifying and managing emotions
- Feelings, thoughts and behaviour
- Fair and unfair
- Loss and change
- Empathy
- Perseverance & resilience
- Independence & asking for help

Citizenship
Identities & Diversity (ID F)

- **Who are the people in my class and how are we similar to and different from each other?** PCC
- Who are the people in my family, and who are the people in other families?
- What is especially important to my family and me?
- **What are some of the similarities and differences in the way people live their lives?** PCC
- **What is life like in other countries?** PCC
- How can we value different types of people including what they believe in and how they live their lives?
- **How do we celebrate what we believe in and how is this different for different people?** PCC

- Similarities, difference and diversity
- Respecting and valuing others
- The way we live
- Neighbourhood
- Our beliefs
- Routines, customs and traditions
- Culture, race and religion

Citizenship
Me & My World (MW F)

- **Who are the people who help to look after me and my school?** PP
- How can I help to look after my school?
- How can I help to care for my things at home?
- **Where do I live and what are the different places and features in my neighbourhood?** PCC
- **Who are the people who live and work in my neighbourhood, including people who help me?** PP
- How can we look after the local neighbourhood and keep it special for everybody?
- What do animals and plants need to live and how can I help to take care of them?
- What is money and why do we need it?

- People and places
- Family, school, neighbourhood
- Jobs, roles and responsibilities
- Helping and working together
- Caring for living things
- Local environments
- Money

Healthy & Safer Lifestyles
My Body & Growing Up (BG F)

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- **How can I look after my body and keep it clean?** MS
- **How am I learning to take care of myself and what do I still need help with?** MS
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

- Valuing the body
- External body parts
- My teeth
- Similarities & differences
- Self care skills
- Change and responsibilities

Healthy & Safer Lifestyles
Keeping Safe (KS F)

- What are some situations where I need to think about how to keep myself safer?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- What are the clues my body gives me if I am feeling unsafe? MS
- Can I say 'No!' if I feel unsafe or unsure about something? MS
- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
- Who are the people who help to keep me safe? PP
- What goes on to and into my body and who puts it there? MS
- Why do people use medicines? MS
- What are the safety rules relating to medicines and who helps me with these? MS

- Assessing risk
- Personal safety skills
- Networks of Support
- Safe and unsafe secrets
- Safe and unsafe touches
- Safer play & help when lost
- Road Safety
- Safe use of medicines
- Medicines, pills, injections

Healthy & Safer Lifestyles
Healthy Lifestyles (HL F)

- What things can I do when I feel good and healthy?
- What can't I do when I am feeling ill or not so healthy?
- **What can I do to help keep my body healthy?** MS
- **Why are food and drink are good for us?** MS
- **How can I make healthier choices about food?** MS
- What is exercise is and why is it good for us?
- Why are rest and sleep good for us?

- Healthy choices
- My teeth
- Food and drink
- Exercise
- Rest and sleep
- Leisure time

Early Learning Goals 2021

Prime Area Personal, Social & Emotional Development:

SR - Self Regulation • MS - Managing Self • BR Building Relationships

Specific Area Understanding the World:

PP - Past and Present • PCC - People, Culture and Communities

Bold text & initials = main link Initials only = contributes to

Myself & My Relationships

Beginning and Belonging

- Do I understand simple ways to make sure my school is a safe, happy place? RR
- How can I get to know the people in my class? CF
- How do I feel when I am doing something new? MW
- How can I make someone feel welcome in class? MW
- What helps me manage in new situations? MW
- Who can help me at home and at school? BS

- Feeling safe and happy
- Belonging in the class / school / community
- Ground rules / class charters
- Doing new things
- Resilience
- Asking for help

Citizenship

Rights, Rules & Responsibilities

- How do rules make me feel happy and safe?
- How do I take part in making rules?
- Who looks after me and what are their responsibilities?
- What jobs and responsibilities do I have in school and at home?
- Can I listen to other people, share my views and take turns? RR
- Can I take part in discussions and decisions in class?

- Class and school rules and charters
- Rules and laws in society
- Understanding right and wrong
- Explaining views
- Decision making
- School and class councils
- Responsibilities to other people

Myself & My Relationships

My Emotions

- What am I good at and what is special about me? RR
- How can I stand up for myself? RR
- Can I name some different feelings? MW
- Can I describe situations in which I might feel happy, sad, cross etc? MW
- How do my feelings and actions affect others? MW
- How do I manage some of my emotions and associated behaviours? MW
- What are the different ways people might relax and what helps me to feel relaxed? MW
- Who do I share my feelings with? MW

- Self awareness
- Assertiveness
- Identifying & naming emotions
- Coping with feelings
- Feelings, thoughts & behaviour
- Likes & dislikes
- Impulsive behaviour
- Calming down & relaxing
- Seeking support

Myself & My Relationships

Family and Friends

- Can I describe what a good friend is and does and how it feels to be friends? CF
- Why is telling the truth important? CF
- What skills do I need to choose, make and develop friendships? CF
- How might friendships go wrong, and how does it feel? CF
- How can I try to mend friendships if they have become difficult? CF
- What is my personal space and how do I talk to people about it? BS
- Who is in my family and how do we care for each other? FP
- Who are my special people, why are they special and how do they support me? CF

- Friendship
- Truthfulness
- My family
- Special people
- Problem solving in relationships
- Different points of view
- Personal space
- Safety circles

Citizenship

Working Together

- What am I and other people good at?
- What new skills would I like to develop?
- How can I listen well to other people? RR
- How can I work well in a group? RR
- Why is it important to take turns? RR
- How can I negotiate to sort out disagreements? CF
- How are my skills useful in a group?
- What is a useful evaluation? RR

- Recognising strengths
- Developing skills
- Steps towards goals
- Effective communication
- Compromise & co-operation
- Discussion & negotiation
- Applying group work & communication skills
- Evaluating

Myself & My Relationships

Anti-bullying

- Why might people fall out with their friends? CF
- Can I describe what bullying is? RR
- Do I understand some of the reasons people bully others? RR
- Why is bullying never acceptable or respectful? RR
- How might people feel if they are being bullied? MW
- Who can I talk to if I have worries about friendship difficulties or bullying? RR
- How can I be assertive? RR
- Do I know what to do if I think someone is being bullied? RR
- How do people help me to build positive and safe relationships? CF
- What does my school do to stop bullying? RR

- Respecting difference
- Defining bullying
- Physical, mental and emotional wellbeing
- Assertiveness
- Safety circles
- Telling & asking for help
- Supporting others
- Creating an anti-bullying ethos

Citizenship

Diversity and Communities

- What makes me 'me', what makes you 'you'? RR
- Do all boys and all girls like the same things? RR
- What is my family like and how are other families different? FP
- What different groups do we belong to? RR
- What is a stereotype and can I give some examples? RR
- Who helps people in my locality and what help do they need? MW
- What does 'my community' mean and how does it feel to be part of it? MW
- How do people find out about what is happening in my community? MW
- How do we care for animals and plants?
- How can I help look after my school?

- My identity
- Different families
- Different cultures and beliefs
- Groups in and out of school
- Respect
- Community
- Stereotypes
- People who help us
- School environment
- Needs of people/animals / pets/plants

Economic Wellbeing

Financial Capability

- Where does money come from and where does it go when we 'use' it?
- How might I get money and what can I do with it?
- How do we pay for things?
- What does it mean to have more or less money than you need?
- How do I feel about money?
- How do my choices affect me, my family, others?
- What is a charity?

- Money in different / familiar contexts
- Cash values
- Money as a finite resource
- Uses of money
- Saving and spending
- Effects of loss
- How banks etc work
- Emotions in relation to money
- Charity

Healthy & Safer Lifestyles

Managing Safety and Risk

- What are risky situations and how do they make me feel? MW
- What is my name, address and phone number and when might I need to give them? BFA
- What is an emergency and who can help? BFA
- What makes a place or activity safe for me? MW
- What are the benefits and risks for me when walking near the road, and how can I stay safer? MW
- What are the benefits and risks for me in the sun and how can I stay safer? HP
- What do I enjoy when I'm near water and how can I stay safer? MW
- What are the risks for me if I am lost and how can I get help? BS
- How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA

- Risky situations
- Emotions associated with risk
- Basic personal information
- Asking for & giving help in an emergency
- Safety eyes & ears
- Road safety
- Travel to & from school
- Rules for keeping safer
- Sun safety
- Water safety
- Keeping safe from accidents

Healthy & Safer Lifestyles

Drug Education

- Which substances might enter our bodies, how do they get there and what do they do? DAT
- What are medicines and why and when do some people use them? DAT
- When and why do people have an injection from a doctor or a nurse? HP
- Who is in charge of what medicine I take? DAT
- What different things can help me feel better if I feel poorly? DAT
- How can I keep safe with medicines and substances at home and at school? DAT
- What is persuasion and how does it feel to be persuaded? MW

- Medicines
- Health professionals
- Going to the doctors
- Feeling ill, feeling better
- Risky household substances
- Safety rules
- Being persuaded

Healthy & Safer Lifestyles

Digital Lifestyles

- What are some examples of ways in which I use technology and the internet and what are the benefits? OR
- What is meant by 'identity' and how might someone's identity online be different from their identity in the physical world? OR
- What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR
- What sort of information might I choose to put online and what do I need to consider before I do so? OR
- When might I need to report something and how would I do this? OR
- What sort of rules can help to keep us safer and healthier when using technology? IS
- Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS

- Decision making
- Positive contributions
- Evaluating content
- Information storage & sharing
- Mental & physical wellbeing
- Responsibilities
- Reporting

Healthy & Safer Lifestyles

Personal Safety

- Can I identify different feelings and tell others how I feel? MW
- Which school/classroom rules are about helping people to feel safe? BS
- Can I name my own Early Warning Signs? BS
- How do I know which adults and friends I can trust? CF
- Who could I talk with if I have a worry or need to ask for help? BS
- What could I do if a friend or someone in my family isn't kind to me? BS
- Can I identify private body parts and say 'no' to unwanted touch? BS
- What could I do if I feel worried about a secret? BS
- What could I do if something worries or upsets me when I am online? BS

- Identifying and communicating feelings
- School/classroom rules
- Early Warning signs
- Identifying trusted adults
- Personal networks
- Recognising unkind behaviour
- Bodily autonomy
- Safe, unsafe & unwanted touch
- Safe and unsafe secrets
- Online safety

Healthy & Safer Lifestyles

Relationships and Sex Education

- What are the names of the main parts of the body? BS
- What can my amazing body do?
- When am I in charge of my actions and my body? BS
- How can I keep my body clean? HP
- How can I avoid spreading common illnesses and diseases? HP

- External parts of the body
- My amazing body
- Germs
- Hand washing

Healthy & Safer Lifestyles

Relationships and Sex Education

- How do babies change and grow? (Statutory NC Science Y2)
- How have I changed since I was a baby? (Statutory NC Science Y2)
- What's growing in that bump? (Sex Education/NC Science)
- What do babies and children need from their families? FP
- Which stable, caring relationships are at the heart of families I know? FP
- What are my responsibilities now I'm growing up? CAB

- Babies to children to adults
- Growing up
- Caring families
- Family variety
- Marriage
- Changing responsibilities

Healthy & Safer Lifestyles

Healthy Lifestyles

- How can I stay as healthy as possible? HP
- What does it feel like to be healthy? MW
- What does healthy eating mean and why is it important? HE
- Why is it important to be active & what are the opportunities for physical activity? PHF
- What foods do I like and dislike and why?
- What can help us eat healthily? HE
- Why do we need food?
- What healthy choices can I make?

- Staying healthy
- Rest and sleep
- Dental health
- Eatwell Guide
- Physical activity
- Healthy eating
- Food preparation
- Making real choices

Myself & My Relationships

Managing Change

- How are my achievements, skills and responsibilities changing and what else might change?
- How might people feel during times of loss and change? MW
- How do friendships change? CF
- What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW
- How might people feel when they lose a special possession?
- When can I make choices about changes?

- Changing friendship patterns
- Changing skills & responsibilities
- Changing habits
- Transitions within school
- Losing things
- Emotions involved with change

Relationships Education • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe
 Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid
 • CAB Changing Adolescent Body

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Myself & My Relationships
Beginning and Belonging

- What is my role in making my school a place where we can learn happily and safely? RR
- How can we build relationships in our class and how does this benefit me? CF
- What does it feel like to be new or to start something new? MW
- How can I help children and adults feel welcome in school? RR
- What helps me manage a new situation or learn something new? MW
- Who are the different people in my network who I can ask for help? BS

- Ground rules / class charters
- Responsibilities
- Belonging
- New situations
- Meeting new people
- Resilience
- Managing feelings
- Asking for help
- Networks of support

Citizenship
Rights, Rules & Responsibilities

- What does it mean to be treated and to treat others with respect? RR
- Who are those in positions of authority within our school and communities and how can we show respect? RR
- Why do we need rules at home and at school? RR
- What part can I play in making and changing rules?
- What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- What is a representative and how do we elect them?

- Respect
- Authority
- Class/school rules & charters
- Rights and responsibilities
- Democracy at school
- School and class councils
- Decision making
- Debating and voting
- Responsibilities at school and at home

Myself & My Relationships
My Emotions

- Why is it important to accept and feel proud of who we are? RR
- What does the word 'unique' mean and what do I feel proud of about myself? RR
- Why is mental wellbeing as important as physical wellbeing? MW
- How can I communicate my emotions? MW
- Can I recognise some simple ways to manage difficult emotions? MW
- What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW
- How do my actions and feelings affect the way I and others feel? MW
- How do I care for other people's feelings? MW
- Who can I talk to about the way I feel? MW
- How can I disagree without being disagreeable? RR

- Self-respect
- Mental wellbeing
- Communicating emotions
- Self-care
- Diverse emotions/responses
- Care & respect for others
- Seeking support

Myself & My Relationships
Family and Friends

- How do good friends behave on and offline and how do I feel as a result? OR
- What is a healthy friendship and how does trust play an essential part? CF
- What skills do I need for choosing, making and developing friendships and how effective are they? CF
- How can I help to resolve disagreements positively by listening and compromising? CF
- Can I empathise with other people in a disagreement? CF
- How can I check with my friends that their personal boundaries have not been crossed? BS
- How do my family members help each other to feel safe and secure even when things are tough? FP
- Who is in my network of special people now and how do we affect and support each other? FP

- Developing friendships
- On and offline friendships
- Emotions in relationships
- Trustworthiness
- Special people and networks
- Compromise
- Empathy
- Conflict resolution
- Personal boundaries
- Networks of support

Citizenship
Working Together

- What am I good at and what are others good at?
- What new skills would I like or need to develop?
- How well can I listen to other people? RR
- How do I ask open questions? RR
- How can I share my views and opinions effectively? RR
- How can different people contribute to a group task?
- How can I persevere and overcome obstacles to my learning? CF
- How can I work well in a group? CF
- What is useful evaluation?
- How do I give constructive feedback and receive it from others? RR

- Recognising and valuing strengths
- Developing skills
- Steps towards goals
- Effective communication
- Questioning skills
- Problem solving and perseverance
- Decision making
- Communication and group work skills
- Evaluating
- Feedback

Myself & My Relationships
Anti-bullying

- How are falling out and bullying different? CF
- How do people use power when they bully others? RR
- What are the key characteristics of different types of bullying? RR
- How can lack of respect and empathy towards others lead to bullying? RR
- What is the difference between direct and indirect forms of bullying? RR
- What are bystanders and followers and how might they feel? MW
- Do I understand that bullying might affect how people feel for a long time? MW
- How can I support people I know who are being bullied by being assertive? RR
- How does my school prevent bullying and support people involved? RR

- Falling out
- Prejudiced-based bullying
- Respect
- Direct and indirect bullying
- Cyberbullying
- Bystanders and followers
- Being supportive
- Getting help

Citizenship
Diversity and Communities

- What have we got in common and how are we different? RR
- How might others' expectations of girls and boys affect people's feelings and choices? RR
- How are our families the same and how are they different? FP
- Do people who live in my locality have different traditions, cultures and beliefs? RR
- How does valuing diversity benefit everyone? RR
- Why are stereotypes unfair and how can I challenge them? RR
- How do people in my locality benefit from being part of different groups? MW
- What are the roles of people who support others with different needs in my community? MW
- How does the media work in my community? MW
- How can we care for the local environment and what are the benefits?
- What do animals need, and what are our responsibilities?

- Similarities and differences
- People in the community
- People with different backgrounds
- Stereotypes
- Roles in the community
- Local environment
- Animal welfare
- Role of the media

Economic Wellbeing
Financial Capability

- What different ways are there to earn and spend money?
- What do saving, spending and budgeting mean to me?
- How can I decide what to spend my money on and choose the best way to pay?
- What might my family have to spend money on?
- What is 'value for money'?
- How do my feelings about money change?
- How do my choices affect my family, the community, the world and me?

- Understanding large amounts of money
- Sources of money
- Saving and spending
- Cash versus money
- Keeping track of money
- Value for money
- Impact of choices
- Charities
- Emotions

Healthy & Safer Lifestyles
Managing Safety and Risk

- How do I feel in risky situations and how might my body react? MW
- Can I make decisions in risky situations and might my friends affect these decisions?
- When might I meet adults I don't know & how can I respond safely? BS
- What actions could I take in an emergency or accident and how can I call the emergency services? BFA
- What are the benefits of using the roads and being near water and how can I reduce the risks? MW
- How is fire risky and how can I reduce the risks?
- How do I keep myself safe during activities and visits?
- How can I stop accidents happening at home and when I'm out?

- Emotions in risky situations
- Dealing with pressure in risky situations
- Reactions to risk
- Taking action in an emergency
- Road safety
- Fire safety
- Beach safety
- Safety near waterways
- Safety during activities and visits
- Preventing accidents in familiar settings

Healthy & Safer Lifestyles
Drug Education

- What medical & legal drugs do I know about, and what are their effects? DAT
- Who uses and misuses legal drugs? DAT
- Why do some people need medicine and who prescribes it? DAT
- What are immunisations and have I had any? HP
- What are the safety rules for storing medicine and other risky substances? DAT
- What should I do if I find something risky, like a syringe? DAT
- What do I understand about how friends and the media persuade and influence me? CF

- Medicines and legal drugs
- People who use medicines & legal drugs
- Rules for safe storage
- Finding risky items
- Influence of friends and media
- Immunisations

Healthy & Safer Lifestyles
Digital Lifestyles

- How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR
- How does my own and others' online identity affect my decisions about communicating online? OR
- How might people with similar likes & interests get together online? OR
- Can I explain the difference between "liking" and "trusting" someone online? OR
- What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR
- When looking at online content, what is the difference between opinions, beliefs and facts? OR
- Why is it important to ration the time we spend using technology and/or online? ISH
- How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH
- Why are social media, some computer games, online gaming and TV films age restricted and how does peer influence play a part in my decision making? ISH

- Benefits of technology
- Being healthier & safer
- Online identity
- Online contact
- Liking & trusting
- Mental wellbeing
- Reliability of online content
- Age restrictions
- Asking for help

Healthy & Safer Lifestyles
Personal Safety

- How do I recognise my own feelings and communicate them to others? MW
- Which school/classroom rules are about helping people to feel safe? RR
- Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS
- What qualities do trusted adults and trusted friends have? CF
- Who is on my personal network and how can I ask them for help? BS
- What could I do if I feel worried about a friendship or family relationship? BS
- What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS
- How can I decide if a secret is safe or unsafe? BS
- How can I keep safe online? BS

- Identifying and communicating feelings
- School/classroom rules
- Early Warning signs
- Identifying trusted adults
- Personal networks
- Safety continuum
- Recognising and reporting unkind behaviour
- Bodily autonomy
- Personal boundaries
- Safe, unsafe and unwanted touch
- Safe and unsafe secrets
- Online safety

Healthy & Safer Lifestyles
Relationships and Sex Education

- How are male and female bodies different and what are the different parts called? BS
- When do we talk about our bodies, how they change, and who do we talk to? BS
- What can my body do and how is it special?
- Why is it important to keep myself clean? HP
- What can I do for myself to stay clean and how will this change in the future? HP
- How do different illnesses and diseases spread and what can I do to prevent this? HP

- Male and female bodies
- Talking about bodies
- Valuing the body's uniqueness & capabilities
- Responsibilities for hygiene
- Preventing spread of illnesses

Healthy & Safer Lifestyles
Relationships and Sex Education

- What are the main stages of the human life cycle? Science
- How did I begin? Sex Education
- What does it mean to be 'grown up'? CAB
- What am I responsible for now and how will this change? CAB
- How do different caring, stable, adult relationships create a secure environment for children to grow up? FP

- Stages of human life cycle
- Seed-egg
- Being grown up
- My responsibilities
- Families
- Responsibilities
- Caring families

Healthy & Safer Lifestyles
Healthy Lifestyles

- What does healthy eating and a balanced diet mean? HE
- What is an active lifestyle and how does it help me to be healthier? PHF
- What is mental wellbeing and how is it affected by my physical health? MW
- How much sleep do I need & what happens if I don't have enough? HP
- How do nutrition and physical activity work together?
- How can I plan and prepare simple, healthy meals safely? HE
- How can I look after my teeth and why is it important? HP
- Who is responsible for my lifestyle choices and how are these choices influenced?

- Eatwell Guide
- Basic food hygiene & preparation
- Active Lifestyles
- Mental wellbeing
- Sleep
- Influences on Lifestyle choices
- Dental care
- Leisure activities

Myself & My Relationships
Managing Change

- What changes have I and my peers already experienced and what might happen in the future?
- What helps me when I'm experiencing strong emotions due to loss or change? MW
- What strategies help me to thrive when my friendships change? MW
- How might I behave when I feel strong emotions linked to loss and change? MW
- How might people feel when loved ones or pets die, or they are separated from them for other reasons?
- What changes might people welcome and how can they plan for these?

- Range of experiences of change
- Positive changes
- Emotions involved in loss and change
- Taking responsibility for choices
- Confidence in new situations
- People I see, people I don't see
- Bereavement

Myself & My Relationships
Beginning and Belonging

- What are my responsibilities for making sure everyone in school feels happy and safe? RR
- How can I take responsibility for building relationships in my school and how does this benefit us all? CF
- How might different people feel when starting something new and how can I help? MW
- How do we make people feel welcome and valued in and out of school? CF
- What helps me to be resilient in a range of new situations? MW
- Are there more ways I can get help now and how do I seek support? BS

- Ground Rules / class charters
- Responsibilities
- Belonging
- New experiences
- Resilience
- Managing emotions
- Network of support
- Online sources of support

Citizenship
Rights, Rules & Responsibilities

- What are the conventions of courtesy & manners and how do these vary? RR
- How does my behaviour online affect others & how can I show respect? IS
- Why is it important to keep my personal information private, especially online? OR
- How can I contribute to making and changing rules in school? How else can I make a difference in school?
- Are there places or times when I have to behave differently? RR
- What are the basic rights of children and adults?
- Why do we have laws in our country?
- How does democracy work in our community and in our country?
- What do councils, councillors, parliament and MPs do?
- Can I take part in a debate and listen to other people's views? RR

- Courtesy manners & respect
- Online behaviour
- Privacy
- Ground rules/class charters
- Children's rights
- Conflicting rights & responsibilities
- Rules and laws in society
- Role of the police
- Local and national democracy
- Participation in class & school
- School and class councils
- Social and moral issues

Myself & My Relationships
My Emotions

- How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW
- What does it mean to have a 'strong sense of identity' & 'self-respect'? RR
- What can I do to boost my self-respect? RR
- How do I manage strong emotions? MW
- How can I judge if my own feelings and behaviours are appropriate & proportionate? MW
- How do I recognise how other people feel and respond to them?
- What is loneliness and how can we manage feelings of isolation? MW
- How common is mental ill health and what self-care techniques can I use? MW
- What kinds of problems can be caused by impulsive online communication? IS
- How and from whom do I get support when things are difficult? MW

- Mental health
- Self-respect & identity
- Feelings, thoughts, behaviour
- Recognising strong feelings
- Loneliness
- Empathy
- Networks of support

Myself & My Relationships
Family and Friends

- What are the characteristics of healthy friendships on and offline and how do they benefit me? CF
- How do trust and loyalty feature in my relationships on and offline? CF
- What are the benefits and risks of making new friends, including those I only know online? OR
- Can I always balance the needs of family & friends & how do I manage this? FP
- Can I communicate, empathise & compromise when resolving friendship issues? CF
- How can I check that my friends give consent on and offline? BS
- How do people in my family continue to support each other as things change? FP
- Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR

- Healthy friendships
- Trust
- Loyalty
- Empathy
- Compromise
- Consent
- Changing networks
- Family support
- Influences and pressures
- Cooperation
- Networks of support
- Online communities

Citizenship
Working Together

- What are my strengths and skills and how are they seen by others?
- What helps me learn new skills effectively?
- What would I like to improve and how can I achieve this?
- How could my skills and strengths be used in future employment?
- What are some of the jobs that people do?
- How can I be a good listener to other people? CF
- How can I share my views effectively and negotiate with others to reach agreement? RR
- How can I persevere and help others to do so? CF
- How can I give, receive and act on sensitive and constructive feedback? RR

- Self perception and self evaluation
- Developing skills
- Steps towards goals
- The world of work
- Effective communication
- Chairing group discussions
- Courtesy, negotiation & debate
- Problem solving and perseverance
- Influence of the media
- Evaluation

Myself & My Relationships
Anti-bullying

- Can I explain the differences between friendship difficulties and bullying? CF
- Can I define the characteristics and different forms of bullying? RR
- How do people use technology & social media to bully others and how can I help others to prevent and manage this? RR
- What do all types of bullying have in common? RR
- Might different groups experience bullying in different ways? MW
- How can people's personal circumstances affect their experiences? MW
- How does prejudice sometimes lead people to bully others? CF
- Can I respond assertively to bullying, online and offline? RR
- How might bullying affect people's mental wellbeing and behaviour? MW
- How and why might peers become colluders or supporters in bullying situations? RR
- Can I identify ways of preventing bullying in school and the wider community? RR

- Friendship difficulties
- Defining bullying
- Bullying relating to race, religion/culture
- Homophobic, biphobic & transphobic bullying
- Cyberbullying
- Physical, mental & emotional wellbeing
- Peer influence
- Bystanders/colluders
- Responsive strategies
- Assertiveness
- Equality Act
- Sources of support

Citizenship
Diversity and Communities

- How do other people's perceptions, views and stereotypes influence my sense of identity? RR
- How do views of gender affect my identity, friendships, behaviour & choices? RR
- What are people's different identities, locally and in the UK? FP
- How can I show respect to those with different lifestyles, beliefs & traditions? RR
- What are the negative effects of stereotyping? RR
- Which wider communities & groups am I part of & how does this benefit me? MW
- What are voluntary organisations and how do they make a difference? MW
- What is the role of the media and how does it influence me and my community?
- Who cares for the wider environment and what is my contribution?

- Influences on my identity
- Gender
- Diversity in communities
- Challenging stereotypes
- Voluntary, community, charitable and pressure groups
- The media
- Environmental issues
- Sustainability

Economic Wellbeing
Financial Capability

- What different ways are there to gain money?
- What sort of things do adults need to pay for?
- How can I afford the things I want or need?
- How can I make sure I get 'value for money'?
- Why don't people get all the money they earn?
- How is money used to benefit the community or the wider world?
- What is poverty?

- Earnings & deductions
- Wants and needs
- Range of jobs
- Budgeting
- Debt and credit
- Financial planning (including insurance and pensions)
- Making choices
- Managing feelings about money
- Poverty
- Role of charities

Healthy & Safer Lifestyles
Managing Safety and Risk

- When might it be good for my mental health for me to take a risk? MW
- What are the possible benefits and consequences of taking physical, emotional and social risks? MW
- When am I responsible for my own safety as I get older and how can I keep others safer? BS
- How can I safely get the attention of a known or unknown adult in an emergency? BS
- Can I carry out basic first aid in common situations, including head injuries? BFA
- What are the benefits of cycling and walking on my own and how can I stay safer? MW
- How can being outside support my wellbeing & how do I keep myself safe in the sun? HP
- What are the benefits of using public transport and how can I stay safe near railways?
- How can I prevent accidents at school and at home, now that I can take more responsibility?

- Personal responsibility for safety
- Risk reduction strategies
- Getting help
- Sources of support
- Basic first aid
- Road safety
- Sun safety
- Cycle safety
- Railway safety
- Electrical safety
- Health and safety rules in school
- Preventing a wider range of accidents

Healthy & Safer Lifestyles
Drug Education

- What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT
- How does drug use affect the way a body or brain works? DAT
- How do medicines help people with different illnesses? DAT
- What immunisations have I had or may I have in future and how do they keep me healthy? HP
- What is drug misuse? DAT
- What are some of the laws about drugs? DAT
- When and how should I check information about drugs? DAT

- Effects of drug use
- Essential use of medicines
- Drug misuse
- Staying safe around risky substances
- Influence of friends and media
- Reliability of information
- Immunisations

Healthy & Safer Lifestyles
Digital Lifestyles

- What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR
- What are the principles for my contact and conduct online, including when I am anonymous? OR
- How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR
- How might the media shape my ideas about various issues and how can I challenge or reject these? OR
- Can I explain some ways in which information and data is shared and used online? OR
- How can online content impact on me positively or negatively? OR
- What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS
- What are some ways of reporting concerns and why is it important to persist in asking? IS
- Can I identify, flag and report inappropriate content? IS

- Decision making
- Positive contributions
- Evaluating content
- Information storage & sharing
- Mental & physical wellbeing
- Responsibilities
- Reporting

Healthy & Safer Lifestyles
Personal Safety

- How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW
- Can I use my Early Warning Signs to judge how safe I am feeling? BS
- How do I judge who is a trusted adult or trusted friend? CF
- How can I seek help or advice from someone on my personal network and when should I review my network? BS
- How could I report concerns of abuse or neglect? BS
- Can I identify appropriate & inappropriate or unsafe physical contact? BS
- How do I judge when it is not right to keep a secret and what action could I take? BS
- How can I recognise risks online and report concerns? BS
- What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS

- Recognising own feelings & considering others
- Rights and responsibilities
- Is my fun, fun for everyone?
- Early warning signs
- Identifying trusted adults
- Personal networks
- Safety continuum
- Recognising and reporting abuse or neglect
- Bodily autonomy
- Personal boundaries
- Safe, unsafe, unwanted touch
- Safe and unsafe secrets
- Online safety
- Protective interruption
- Assessing risk

Healthy & Safer Lifestyles
Relationships and Sex Education

- What are male and female sexual parts called and what are their functions? BS
- How can I talk about bodies confidently and appropriately? BS
- What happens to different bodies at puberty? CAB
- What might influence my view of my body?
- How can I keep my growing and changing body clean? HP
- How can I reduce the spread of viruses and bacteria? HP

- Names of sexual parts
- Puberty
- Physical and emotional change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

Healthy & Safer Lifestyles
Relationships and Sex Education

- What are different ways babies are conceived and born? (Sex Education)
- What effect might puberty have on people's feelings and emotions? CAB
- How can my words or actions affect how others feel, and what are my responsibilities? MW
- What should adults think about before they have children? FP
- Why might people get married or become civil partners? FP
- What are different families like? FP

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Responsibility for others
- Love and care
- Marriage & civil partnership
- Families

Healthy & Safer Lifestyles
Healthy Lifestyles

- How does physical activity help me & what might be the risks of not engaging in it? MW
- What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE
- What are the different aspects of a healthy lifestyle and how could I become healthier? PH/HP
- What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
- What might be the signs of physical illness and how might I respond? HP
- What are the benefits and risks of spending time online/on electronic devices in terms of my physical and mental health? IS
- Why are online apps and games age restricted? IS

- Eatwell Guide
- Nutritional content
- Portion sizes
- Meal planning
- Sleep hygiene
- Dental health
- Health as a continuum
- Risks & benefits of lifestyle choices
- Physical illness
- Gaming/social media age restrictions

Myself & My Relationships
Managing Change

- What positive and negative changes might people experience? CAB
- How do people's emotions evolve over time as they experience loss and change? MW
- How can I manage the changing influences and pressures on my friendships and relationships? CF
- What different strategies do people use to manage feelings linked to loss and change and how can I help? MW
- How might people whose families change feel?
- When might change lead to positive outcomes for people?
- What positive and negative changes have I experienced and how have these experiences affected me? CAB
- What strategies will help me to thrive when I move to my next school? MW

- Range of changes
- Emotions
- Strategies for change
- Supporting others
- School/phase transition

Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe
Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid
• CAB Changing Adolescent Body

Bold text & initials = main link Initials only = contributes to