

Relationships and Sex Education			
Being Safe	Feelings and attitudes	Identity	Family & Friendship, Relationships
<p><b>Body Privacy and Saying Yes or No (PANTS rule)</b>            How do I ask for help?            How do I keep my body to myself?            Learning: To name body parts and know which parts should be private            Learning: To identify different types of touch (cuddles, kisses, punches, punches, pokes, tugs, strokes)</p> <p><b>Worries &amp; Asking for Help</b>            Who helps us to keep safe?            Who looks after us?            Who should we tell if we feel uncomfortable, worried or confused?            Learning: Why it is very important to tell someone if we are worried about something?            Learning: To recognise safe and unsafe situations</p>	<p><b>Feelings and impact on self and others</b>            How do I know how other people are feeling?            How do I affect how other people are feeling?            Learning: To identify facial expressions and body language associated with key feelings            Learning: To identify ways of helping self and others to respond proactively to negative feelings.</p> <p><b>Feeling happy and sad</b>            How does my body help me know how I feel?            Who can I talk to if I am unhappy or worried?            Learning: To identify adults we can trust and ask for help            Learning: To name feelings we have, both good and not so good</p>	<p><b>Changes in growth</b>            How do we know we are growing?            How have I changed since I was a baby?            Learning: About the stages of a human life cycle including birth            Learning: To understand that all babies, human and animal, have mothers and fathers.</p>	<p><b>Family: Kindness &amp; Relationships, Love</b>            What does family mean to me?            What are the different ways we can show that we love someone?            Learning: That different types of family can have common features and functions            Learning: To value the way my family is special.</p> <p><b>Special people</b>            Who are my special people?            Learning: To identify special people in my life.</p>

Self-image, Mental Health and Wellbeing,	Staying Safe Online	Online Reputation	Online Content and Critical Thinking
<p><b>Online activities</b>            What activities are classed as being online or using the internet?            When does spending time online become unhealthy and why?            Learning: What is meant by being online and offline            Learning: To identify and explain rules that help keep us safe and healthy in and beyond the home when using technology</p>	<p><b>Privacy and information</b>            What information is classed as personal?            Where can you get help about how to use them on your devices and applications you use?            Learning: To consider why it is appropriate and safe to ask a trusted adult if unsure about sharing personal information online            Learning: The rules for home and school about keeping personal information safe</p>	<p><b>Risks of sharing online</b>            What is a risk?            Learning: what is meant by a risk when online</p>	<p><b>Sources of internet information</b>            What do you do online?            What information do you access?            Learning: To identify and talk about own online activities.</p>

Physical Health and Wellbeing			
Drugs, Alcohol & Tobacco	Eating Well & Being Active	Keeping Safe & Risks	Hygiene and Protecting your Health
<p><b>Medicines and safety</b>            Who is able to give us medicine?            How do medicines help people maintain health?            Learning: To recognise benefits of medicines            Learning: The safety rules for using medicine</p>	<p><b>Being healthy and activity</b>            What does it mean to be healthy and active and what can we do to keep this way? (in and out of school)            How can we keep active to keep healthy?            Learning: The things that keep our bodies healthy (physical activity, sleep, rest, healthy food)            Learning: To identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth</p> <p><b>Food practice and choice</b>            What do we know about healthy eating and how it can help keep our bodies healthy?            What does a 'healthy diet' mean?            Learning: How food choices affect our bodies and mind            Learning: That they have choices about what they eat and drink</p>	<p><b>Fair and unfair/ right and wrong/ rules</b>            What do we mean by right and wrong?            Why do we need rules in the classroom and in school?            Learning: To say what fair and unfair/right and wrong means            Learning: That class/group rules help us to learn and make the classroom a safe place</p> <p><b>Feeling safe</b>            What does it feel like to feel safe/unsafe?            What safety choices do we make daily?            Learning: To identify ways to express feeling safe or unsafe            Learning: To describe the things they do in school or at home to keep themselves and others safe</p>	<p><b>Keeping clean</b>            How will keeping clean and healthy help us as we grow up?            When in the day do we have to think about keeping clean?            Learning: About basic personal hygiene routines and why these are important            Learning: To describe daily personal hygiene routines</p> <p><b>Well, unwell and spread of germs</b>            What do we mean by well and unwell?            How can germs be passed from one person to another?            Learning: about basic personal hygiene routines and why these are important            Learning: What is meant by the terms well and unwell</p>

Emotional Resilience	Sense of Self	Relationships	Wellbeing
<p><b>Managing feelings</b>            What are all the different ways I can 'feel'?            What do people look like when they feel happy, sad, nervous, excited etc?            Learning: How faces and bodies show different feelings            Learning: How to effectively express feelings vocally and physically</p>	<p><b>Being good at things and achievement</b>            How do we get better at things we want to achieve?            When have we given others encouragement or support?            Learning: To recognise how helping others makes us feel            Learning: To recognise how to give and receive praise  <b>Stereotypes – boys and girls</b>  <b>Uniqueness, Similarities, Difference</b>            How are we different/similar to others?            What is special about everybody?            Learning: That difference does not mean better or worse            Learning: To consider how feeling the same as others may help us</p>	<p><b>Belonging and responsibilities Right/wrong friends/bullying</b>            How does it feel to do the right/wrong thing?            What behaviours show our friends that we care about them?            Learning: To describe a range of ways to behave that show friends that we care about them            Learning: To Identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words)</p>	<p><b>Well and Unwell</b>            How do we keep our bodies and minds well and what might make us unwell?            What do we mean by well and unwell?            Learning: To identify feelings of well and unwell emotionally and physically            Learning: About the things that affect the way I feel</p>

<b>Relationships and Sex Education</b>				
<b>Being Safe</b>	<b>Feelings and attitudes</b>	<b>Online relationships &amp; media</b>	<b>Identity</b>	<b>Family &amp; Friendship, Relationships</b>
<p><b>Body Privacy and Saying Yes or No (PANTS rule)</b></p> <p>How do we know when someone wants to keep things private? How else can we say 'no' to being touched? Learning: The difference between appropriate and inappropriate touch Learning: When to keep a secret and when to tell</p> <p><b>Worries &amp; Asking for Help</b></p> <p>How do our bodies react when we don't want to be touched? Who and what can help us when we feel worried or unsafe? Learning: To develop strategies to be able to manage worries Learning: To recognise the physical signs of feeling unsafe</p>	<p><b>Feelings and impact on self and others</b></p> <p>How do I feel when things change? What are the things that we treasure and how do we look after them? Learning: To describe how different feelings can make people behave Learning: To explain how it feels to care for treasured things</p> <p><b>Feeling happy and sad</b></p> <p>How can I cope with strong feelings? How does my body help me know how I feel? Learning: What makes them feel happy, sad, good and not good Learning: To identify how their body identifies these feelings</p>	<p><b>Being safe in unfamiliar situations</b></p> <p>Who has the job of keeping us safe? How do we know when to keep safe? What do we need to keep safe from? Learning: To describe ways to keep safe when online Learning: To identify and use ways of keeping safe when an adult is not overseeing what they do.</p> <p><b>Private and privacy</b></p> <p>What do we mean by private and what sorts of things do people keep private? When might we need to break this? Learning: To explain what is meant by 'private', 'privacy' and 'keeping something private' Learning: To recognise the feelings of being unsure or hurt about something that has been shared when it was private.</p>	<p><b>Friends and friendship</b></p> <p>What are the differences between boys and girls' bodies? What are the differences between boys and girls? Learning: To recall the physical differences between boys and girls Learning: To understand how gender can be stereotyped</p> <p><b>Similarities and differences</b></p> <p>How am I different and similar to other people? What is it about you that makes you proud? Learning: To be proud of who they are and accept that everyone is an individual Learning: To consider the difference between boys and girls and what a stereotype is</p>	<p><b>Family: Kindness &amp; Relationships, Love Friends and friendship</b></p> <p>How do I like to be treated by my friends? What relationships do I have in my life? Learning: To consider the value of being a friend and having friends Learning: How to be a friends and that friendships change</p> <p><b>Special people</b></p> <p>How can we help the people who look after us? How do people look after each other? Learning: To describe ways people care for each other Learning: To know the people who are important to them</p>

<b>Digital and Media Literacy</b>				
<b>Self-image, Mental Health and Wellbeing,</b>	<b>Staying Safe Online</b>	<b>Online Reputation</b>	<b>Online Relationships and cyberbullying</b>	<b>Online Content and Critical Thinking</b>
<p><b>Identities online and offline</b></p> <p>Do people ever pretend to be someone online that they are not really? What impact can an online post have on how we see ourselves, others and the world Learning: To know that people can look different online from how they are offline Learning: To describe how online posts may impact on how people feel about themselves and others</p>	<p><b>Privacy and information</b></p> <p>How do you keep your devices safe and secure? Why is it important? What are privacy settings? How do you use them? Learning: How to keep the information on my device safe Learning: What passwords are and to use them effectively in different contexts Learning: About privacy settings and how to apply them</p>	<p><b>Digital footprints</b></p> <p>What is your digital footprint and how do you manage it? Why is it important to protect what others can see when they look at your profile? Learning: To understand that my information can be used by others to harm me Learning: To understand that the information I put online leaves a digital footprint</p> <p><b>Risks of sharing online</b></p> <p>What does my information say about me? What happens to the information I put online? Learning: To understand the information I put online can tell others about me, my personality, my family and friends Learning: To understand the risks of putting or sharing information on the internet</p>	<p><b>Communicating with others online</b></p> <p>What are the different online platforms I can use to communicate with people? Where/ who would I go to if I was affected by something someone said to me online? Learning: To explain why it is important to be considerate, kind and respectful to people online Learning: To describe how to behave online in ways that do not upset others</p>	<p><b>Sources of internet information</b></p> <p>How do you ensure you safely search for information? What would you do if came across information that worried or upset you? Learning: How to safely access information online Learning: To understand that not all information online is true and that it can be questioned</p>

Drugs, Alcohol & Tobacco	Eating Well & Being Active	Keeping Safe & Risks	Hygiene and Protecting your Health	Keeping Safe and Emergencies
<p><b>Medicines and safety</b>            What is a drug?            Why are safety rules necessary for medicines?            Learning: That drugs change the way the body and mind works            Learning: To recognise 'safe' people to take medicines from            Learning: To understand that medicines are drugs but not all drugs are medicines</p> <p><b>Looking after our bodies safely</b>            Which things are safe, not so safe or dangerous?"            How do I know what is safe to put in/on body?            Learning: To recognise that household products (including medicines) can be harmful if not used correctly            Learning: To identify hazards to ensure health and safety at home</p>	<p><b>Being healthy and activity</b>            What do healthy people do some of the time? All of the time? Never?            Learning: recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth"</p>	<p><b>Feeling safe</b>            How do we keep safe?            What do we think we have to keep safe from and how do we do this?            Learning: To identify the adults in school, at home and in the wider environment who help keep them safe            Learning: To identify ways to keep themselves safe in different situations</p>	<p><b>Well, unwell and spread of germs</b>            How do we keep our bodies well and what might make us unwell?            What can we do to help stop germs and diseases spreading?            Learning: The simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough)"            Learning: To identify how infections (such as coughs and colds) can be spread</p>	<p><b>Helping us stay safe</b>            How do these people help us to keep safe?            Who has the job of keeping us safe?            Learning: To know a range of people who can help keep them safe in a wider range of situations            Learning: To identify ways to respond to needing to ask for help</p> <p><b>Staying safe in emergencies</b>            How do we alert the emergency services?            What are some basic first aid procedures?            Learning: To demonstrate basic ways of using first aid for common injuries            Learning: How to access emergency services</p>

Emotional Health and Wellbeing				
Emotional Resilience	Wellbeing	Sense of Self	Relationships	Transition
<p><b>Managing feelings</b>            What can we do about different feelings we have?            What can we do to help ourselves and others feel better?            How is physical hurt and emotional hurt the same and different?            Learning: That it is important to share feelings with others            Learning: To recognise that both bodies and feelings can be hurt</p> <p><b>Secrets and privacy</b>            Do we have to keep promises and secrets if someone says so?            What could we say and do to attract the attention of an adult when we want to tell them something?            Who can we tell if we feel uncertain, uncomfortable or worried?            Learning: That no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt            Learning: That they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried</p>	<p><b>Wellness</b>            How do I look after my emotional needs as well as my physical needs?            Learning: Strategies to help myself feel mentally well</p>	<p><b>Being good at things and achievement</b>            How does it feel to be good at something?            What do I like doing? Am I good at it? How do I know?            Learning: About myself and my strengths</p> <p><b>Stereotypes – boys and girls</b>            Is it true only boys do some things and girls do other?            How do we recognise stereotypes and why do we need to challenge stereotypes?            Learning: What is meant by 'stereotype'            Learning: To recognise and challenge 'stereotypes'</p> <p><b>Uniqueness, Similarities, Difference</b>            In which ways are we all equal?            In which ways are you unique?            Learning: To identify things that are unique or special about themselves            Learning: To understand being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world</p>	<p><b>Belonging and responsibilities</b>            How does it feel to be a part of this group and how can we make sure that everyone feels included in a group?            What do we do at school that shows that we can be responsible?            Learning: To describe some of the different responsibilities to support the needs of others            Learning: To describe the different rights and responsibilities they have in the groups they belong to            Learning: To identify who to talk to if responsibilities are not being carried out and rights are not being met</p> <p><b>Right/wrong friends/bullying</b>            What are the differences between joking, hurtful teasing and bullying and how do they make people feel?            What does a good friend look like?            Learning: To identify whom they can talk to if they are worried about teasing/bullying            Learning: To identify what is meant by bullying and why this is wrong            Learning: What acts of kindness are, what they feel like and how they affect us and others</p>	<p><b>Changing Behaviours</b>            Who makes choices about our behaviour?            What are habits? Are they easy or hard to make and change?            Learning: That the way we behave might change in different situations, places or times            Learning: That we make our own choices about behaviour.</p> <p><b>Coping with loss and changing situations</b>            What changes can be positive, and might be something to look forward to?            What changes might I or other children experience in our lives?            Learning: That change happens all the time            Learning: To manage change</p>

