

Core theme 1: Health and Wellbeing**Pupils learn...**

H1. How to make informed decisions about health

H2. About the elements of a balanced, healthy lifestyle

H3. About choices that support a healthy lifestyle and recognise what might influence these

H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. About what good physical health means; how to recognise early signs of physical illness

H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay

H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heatstroke and reduce the risk of sun cancer

H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time on line

H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. About strategies and behaviours that support mental health-including how good quality sleep, physical exercise/ time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. To recognise that feelings can change over time and range in intensity

H18. About everyday things that affect feelings and the importance of expressing feelings

H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. About change and loss, including death, and how these affect feelings; ways of expressing and managing grief and bereavement

H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. That for some people gender identity does not correspond with their biological sex

H27. To recognise their individuality and personal qualities

H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. About the physical and emotional changes that happen when approaching and during puberty

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 process of reproduction and birth as part of the human life cycle

H34. About where to get more information, help and advice about growing and changing, especially about puberty

H35. About the new opportunities and responsibilities that increasing independence may bring

H36. Strategies to manage transitions between classes and key stages

H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well being with reference to social media, television programmes, films, games and online gaming.

H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

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 read online and how to report concerns, inappropriate content and contact

H43. About what is meant by first aid; basic techniques for dealing with common injuries

H44. How to respond and react in an emergency situation; how to identify situations that may require emergency services; know how to contact them and what to say

H45. That female genital mutilation (FGM) is against British Law, what to do and who to tell if they think they or someone they know might be at risk

H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to

break

H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. About why people chose to use or not use drugs (including nicotine, alcohol and medicines)

H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Core theme 2: Relationships

Pupils learn...

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 sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice.

R10 about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. What constitutes a positive, healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face to face

R13. The importance of seeking support if feeling lonely or excluded

R14. That healthy friendships help people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. Strategies for recognising and managing peer influence and a desire for peer approval and friendships; to recognise the effect of online actions on others

R16. How friendships can change over time, about making new friends and the benefits of having different types of friends

R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline or online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) ; how to report concerns and get support

R21. About discrimination: what it means and how to challenge it

R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

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

R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. About seeking and giving permission (consent) in different situations

R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R30. That personal behaviour can affect other people; to recognise a model respectful behaviour online

R31. To recognise the importance of self-respect and how this can affect the thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online/anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. About respecting differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Core theme 3: Living in the wider world**Pupils learn...**

- L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. To recognise there are human rights, that are there to protect everyone
- L3. About the relationship between rights and responsibilities
- L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- 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, recycling; food choices)
- L6. About the different groups that make up their community; what living in a community means
- L7. To value the different contributions that people and groups make to the community
- L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L11. Recognise ways in which the internet and social media can be used both positively and negatively
- L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. About some of the different ways information and data is shared and used online, including for commercial purposes
- L14. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. About how text and images in the media and social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- 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 something 'good value for money'
- L19. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single use plastics or giving to charity)
- L20. To recognise that people make spending decisions based on priorities, needs and wants
- L21. Different ways to keep track of money
- L22. About risks associated with money and ways of keeping money safe
- L23. About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. To identify the ways that money can impact on people's feelings and emotions
- L25. To recognise positive things about themselves and their achievements; set goals to achieve personal outcomes
- L26. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. About what might influence people's decisions about a job or career (e.g. personal interest and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. That some jobs are paid more than others and that money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.
- L31. To identify the kind of job that they might like to do when they are older
- L32. To recognise a variety of routes into careers (e.g. college, apprenticeship, university)