

Year group	Themes / topics	Additional Themes
Year 1	<p><b>The Caring School: Feelings &amp; Friendships</b></p> <p>H1g Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>R1c That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>R2b The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>R3a The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>To recognise ways in which we can promote a caring trusting environment.</p> <p>To see ourselves as a valued and valuable member of the school community.</p> <p><b>Special People &amp; Anti Bullying</b></p> <p>R1a That families are important for children growing up because they can give love, security and stability.</p> <p>R1b The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>R1c That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>R1d That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p><b>Citizenship</b></p> <p><b>Money Matters</b></p>



R1f How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

R3d The importance of self-respect and how this links to their own happiness.

R3f about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

R3g What a stereotype is and how stereotypes can be unfair, negative or destructive.

R4a That people sometimes behave differently online, including by pretending to be someone they are not.

## **Healthy Eating**

H3a The characteristics and mental and physical benefits of an active lifestyle.

H4a What constitutes a healthy diet (including understanding calories and other nutritional content)?

H4b The principles of planning and preparing a range of healthy meals.

H6d About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

H6e About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

## **Hygiene, Physical Health & Wellbeing**

H3a The characteristics and mental and physical benefits of an active lifestyle.

H2b The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical well-being.

H3b The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

H1c How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

H6c The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.



## **Growing & changing**

R5a What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

R5c That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Lifecycles

To recognise how they are growing and changing.

## **Keeping Myself Safe**

H7a How to make a clear and efficient call to emergency services if necessary.

H6b About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

R2e How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

R4c The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

To develop skills to keep themselves safe.

## **The world of drugs**

H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.

H7b Concepts of basic first aid, for example dealing with common injuries, including head injuries.

To help children understand their role in the safe handling of medicines and substance.

To recognise that substances can affect our bodies.

<p><b>Year 2</b></p>	<p><b>The Caring School: Feelings &amp; Relationships</b></p> <p>R1a That families are important for children growing up because they can give love, security and stability.</p> <p>R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>R2b The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>R2d That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>R3f About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>R3g What a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p>R3a The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>R1c That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>H1g Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>R3d The importance of self-respect and how this links to their own happiness.</p> <p>H1b That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>H1h That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>H2e That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>To understand that different influences can affect choices.</p>	<p><b>Citizenship</b> <b>Focussing on the great outdoors</b></p>
----------------------	--	--



## Healthy Lifestyles

H6c The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

H6d About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

H4a What constitutes a healthy diet (including understanding calories and other nutritional content)?

H4c The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

H3b The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

H6e About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

H2b About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content on their own and other's mental and physical wellbeing

## Growing & Changing

R5c That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

H1c How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

To recognise their own growing competencies and responsibilities.

## Keeping Myself Safe

R5b About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

H7a How to make a clear and efficient call to emergency services if necessary.

H7b Concepts of basic first aid, for example dealing with common injuries, including head injuries.



# Primary Citizenship (PHSE/RSE) Progression Document

	<p>H2g Where and how to report concerns and get support with issues online  R4c The rules and principles of keeping safe online, how to recognize risk, harmful content and contact and how to report them  To know people who help them and how to ask for help.  To know the difference between safe and dangerous places to play and how accidents can happen.  To understand the responsibility involved in making choices.  To recognise how to keep themselves safe.</p> <p><b>The world of drugs</b>  H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.  To know when to say no.  To extend understanding of what goes into their bodies, how it enters and its impact.  To understand the role of medicine and health.</p>	
<b>Year 3</b>	<p><b>The Caring School: Feelings, Friends and Friendships</b>  R3a The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  R3c The conventions of courtesy and manners.  R3e That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.  R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  R3d The importance of self-respect and how this links to their own happiness.  R4b The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous.</p>	<b>Citizenship Rights &amp; Responsibilities</b>



## Primary Citizenship (PHSE/RSE) Progression Document

H1b That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

H1c How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

H2c How to consider the effect of their online actions on others and know how to recognize and display respectful behaviour online and the importance of keeping personal information private.

To know that choices have consequences

To see ourselves as valued and valuable members of the school community

To recognise what is fair and unfair and the difference between right and wrong

To recognise the difference between wants, needs and rights

### **Relationships, Loss and Separation**

R1a That families are important for children growing up because they can give love, security and stability.

R1b The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

H1b That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

H1f Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

To consider some of the changes that take place in people's lives and reflect on some of the changes in their own lives.

To be able to recognise some of the emotions involved in loss situations and consider what is helpful and unhelpful in such situations.

### **Choices, Emotions and Difference**

H1h That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.



R3f About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  
R4b That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous  
To understand the consequences of racism, teasing, bullying and discrimination.  
To understand the feelings and emotions associated with belonging.

### **My Healthy body: Taking responsibility for my healthy lifestyle**

H4a What constitutes a healthy diet (including understanding calories and other nutritional content)?

H4b The principles of planning and preparing a range of healthy meals.

H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.

H3a The characteristics and mental and physical benefits of an active lifestyle.

H2b About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

H3b The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

H3c The risks associated with an inactive lifestyle (including obesity).

H6c The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

To begin to consider the effect of media and peer influences on their lifestyle choices.

### **Keeping Myself Safe**

R4a That people sometimes behave differently online, including by pretending to be someone they are not.

R4b That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

R4c The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them

R4e How information and data is shared and used online





# Primary Citizenship (PHSE/RSE) Progression Document

	<p>R5a What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>R5b About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>R5h Where to get advice e.g. family, school and/or other sources.</p> <p>H2d Why social media, some computer games and online gaming, for example are age restricted</p> <p>H2g Where and how to report concerns and get support with issues online.</p> <p>H7a How to make a clear and efficient call to emergency services if necessary.</p> <p><b>The world of drugs</b></p> <p>R5h Where to get advice e.g. family, school and/or other sources.</p> <p>R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>To develop skills for weighing up the choices involved in and the reasons for and against taking risks.</p> <p>To develop ways to resist unhelpful pressure to take risks with their health.</p> <p>To understand that pressure comes in different forms.</p>	
<b>Year 4</b>	<p><b>The Caring School: Feelings, Friends and Friendships</b></p> <p>R3a The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>R3d The importance of self-respect and how this links to their own happiness.</p> <p>R3e That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p><b>Citizenship</b></p> <p><b>Environmental stability</b></p> <p><b>How do rules and laws affect me?</b></p>



## Primary Citizenship (PHSE/RSE) Progression Document

R2b The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

R2d That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

R3b Practical steps they can take in a range of different contexts to improve or support respectful relationships.

R4a That people sometimes behave differently online

R4b That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others, including when we are anonymous.

R4d How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.

H1c How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

To learn how to make positive choices.

To know that choices have consequences.

### **Respecting the difference between people**

R1c That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

R1d That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

R3a The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

R3e That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.



R3f About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  
R3g What a stereotype is and how stereotypes can be unfair, negative or destructive.  
H1h That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.  
H2c How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.  
H2e That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

### **My Healthy Body and Caring for my body**

H1a That mental wellbeing is a normal part of daily life, in the same way as physical health.  
H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.  
H1f Simple self- care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  
H2b The benefits of rationing time spent online on their own devices and the impact of positive and negative content online on their own and others mental and physical wellbeing  
H2g Where and how to report concerns and get support with issues online  
H3c The risks associated with an inactive lifestyle (including obesity).  
H3d How and when to seek support including which adults to speak to in school if they are worried about their health.  
H4c The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  
H6c The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  
H6d About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.



H6e About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  
H6f The facts and science relating to allergies, immunisation and vaccination.  
H8a Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

## **Keeping Myself Safe**

R4c The rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.  
R5a What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  
R5b About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  
R5d How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  
R5e How to recognise and report feelings of being unsafe or feeling bad about any adult.  
R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.  
R5h Where to get advice e.g. family, school and/or other sources.  
H2g Where and how to report concerns and get support with issues online.  
H7a How to make a clear and efficient call to emergency services if necessary.  
H7b Concepts of basic first aid, for example dealing with common injuries, including head injuries.  
To explore the concepts of safety and risk  
To explore personal safety indoors and outdoors  
To consider sensible road safety

## **The world of drugs**

H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.  
To increase awareness of the different types of drugs, their effects and dangers.  
To revise health and safety skills and awareness of handling medicines.  
The increased knowledge of the effects and dangers of smoking.



	<p>To explore feelings around smoking and smokers. To reinforce awareness of peer pressure. To help children say no to cigarettes.</p>	
<b>Year 5</b>	<p><b>The Caring School: Bullying, Pressure and Risks</b></p> <p>R2c That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>R2d That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>R2e How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>R3a The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>R3d The importance of self-respect and how this links to their own happiness.</p> <p>R3e That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>R3f About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>R3g What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>R4b That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>R5g How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>R5h Where to get advice e.g. family, school and/or other sources.</p> <p>H1h That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p><b>Citizenship Political Literacy Consequences of inequality</b></p>



H2e That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

H2g Where and how to report concerns and get support with issues online.

To know it is their right not to be hurt and to live without fear.

## **Me and my relationships**

R1b The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

R1d That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

R1e That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

R3h The importance of permission- seeking and giving in relationships with friends, peers and adults.

R3b Practical steps they can take in a range of different contexts to improve or support respectful relationships.

R4d How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.

H1b That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

H1c How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

To know what is meant by love.

## **Healthy Lifestyles**

H1a That mental wellbeing is a normal part of daily life, in the same way as physical health.

H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness.

H1f Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

H1i Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

H1j That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

H2a That for most people the internet is an integral part of life and has many benefits.

H2b The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

H3a The characteristics and mental and physical benefits of an active lifestyle.

H3d How and when to seek support including which adults to speak to in school if they are worried about their health.

R2a How important friendships are in making us feel happy and secure, and how people choose and make friends.

R3d The importance of self-respect and how this links to their own happiness.

R4a That people sometimes behave differently online, including by pretending to be someone they are not.

R4c The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

R4e How information and data is shared and used online.

H2f How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

To understand the importance of self-image.

**Growing up: Relationships and responsibilities; Puberty**

H1a That mental wellbeing is a normal part of daily life, in the same way as physical health.

H8b About menstrual wellbeing including the key facts about the menstrual cycle.

H1b That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

H1i Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

H8a Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

R3h The importance of permission- seeking and giving in relationships with friends, peers and adults.

R5a What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

R5c That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

To understand that feelings can influence behaviour and vice versa.

To empathise with the feelings of other people.

**The world of drugs**

H4c The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.

H6a How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

H7a How to make a clear and efficient call to emergency services if necessary.

H7b Concepts of basic first aid, for example dealing with common injuries, including head injuries.

To help children acquire the skills and ideas to enable them to resist early experimentation.

To understand the importance of alcohol on physical and mental health and lifestyles.



	<p>To offer a more realistic view of what addiction can mean.          To look at risk assessment linked to personality.          To learn about different reasons why people do or no not drink alcohol.          To reflect on the impact of one's behaviour on others.</p>	
<p><b>Year 6</b></p>	<p><b>The Caring School and Growing Up: Relationships</b>          R1b The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.          R1d That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.          R1e That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.          R2b The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.          R2d That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.          R2e How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.          R3a The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.          R3d The importance of self-respect and how this links to their own happiness.          R3e That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.          R3h The importance of permission- seeking and giving in relationships with friends, peers and adults.          R4b That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p>	<p><b>Money Management</b>  <b>Careers</b>  <b>Global Citizenship</b>  <b>Global Difference</b>  <b>Diversity</b></p>



R4d How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.  
R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.  
H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  
To discuss what we mean by "going out" with someone and what we mean by love.  
To learn how to make positive choices.  
To know that choices have consequences.

### **Emotions & Transition to secondary school**

H1b That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  
H1c How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  
H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  
H1i Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).  
H1f Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

### **Growing up: Responsibilities**

H1a That mental wellbeing is a normal part of daily life, in the same way as physical health.  
H1c How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  
H1d How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  
H1e The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.



## Primary Citizenship (PHSE/RSE) Progression Document

H1f Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

H1j It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

H2b The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

H3a The characteristics and mental and physical benefits of an active lifestyle.

H3c The risks associated with an inactive lifestyle (including obesity).

H4a What constitutes a healthy diet (including understanding calories and other nutritional content)?

H4c The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

H6a How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

H6f The facts and science relating to allergies, immunisation and vaccination.  
To explore the types of challenges that occur as children grow.  
To help children to face new challenges positively

**Rollercoaster: The ups and downs of puberty**

R3h The importance of permission-seeking and giving in relationships with friends, peers and adults.

R5f How to ask for advice or help for themselves or others, and to keep trying until they are heard.

R5g How to report concerns or abuse, and the vocabulary and confidence needed to do so.

R5h Where to get advice e.g. family, school and/or other sources.

H8a Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

H8b About menstrual wellbeing including the key facts about the menstrual cycle.



## **The world of drugs & keeping safe online**

The H5a The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.

R5h where to get advice e.g. family, school and/or other sources.

H7a How to make a clear and efficient call to emergency services if necessary.

H2a That for most people the internet is an integral part of life and has many benefits.

H2b The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

H2d Why social media, some computer games and online gaming, for example, are age restricted.

H2e The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

H2g Where and how to report concerns and get support with issues online.

R4a That people sometimes behave differently online, including by pretending to be someone they are not.

R4c The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

To understand about the laws on drugs, alcohol and tobacco and about the reasons for having such laws

To know how to take part in a discussion or debate

To consider other people's opinions and a range of relevant factors when making a decision

To develop skills and awareness for dealing with drug related situations

To develop and practice strategies for resisting peer pressure