National Curriculum Aims

The National Curriculum for PSHE aims to ensure that all pupils:

Throughout Early Years Foundation stage (EYFS) children develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the

PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Relationships - Families and Friendships – including ONLINE, LGBTQ and FORCED MARRIAGE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By the end of EYFS, we aim for pupils to: • Play with one or more other children, extending or elaborating play ideas. • Make healthy choices about food, drink, activity and tooth brushing.	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone - and how to tell them	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help,	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part	• How important friendships are in making us feel happy and secure and how people choose and make friends • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • that not every child will have the friends they would like at all times, that most people feel lonely sometimes and that there is no shame in	• what makes a healthy friendship and how they make people feel included • that healthy friendships are positive and welcoming towards others and do not make others feel lonely and excluded. Pupils should learn skills for developing caring, kind friendships. • the characteristics of friendships that lead to happiness and security, including mutual respect, honesty,	• attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • what it means to be ways in which couples show their

	- if they are worried about something in their family	when they are feeling lonely or unhappy or to help someone else	of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • That the families of other children either in school or the wider world sometimes look different from their family but that they should respect those differences and know that other families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's lives are they grow up. • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel	feeling lonely or talking about it and how to seek help • how to communicate respectfully with friends when using digital devices and that the same principles apply to online relationships as face to face relationships, including where people are anonymous. • should be supported to discuss how online relationships can complement and support meaningful in-person relationships but also how they might be in tension and why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • what to do or whom to tell if they are worried about any contact online	trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • strategies to help someone feel included • about peer influence and how it can make people feel or behave in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings including disappointment and frustration. • Discuss the difference between being assertive and being controlling as	love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that marriage and civil partnerships represent a form and legally recognised commitment of two people to each other which is intended to be lifelong. • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried

				unhappy or unsafe		well as the difference between being kind and neglecting your own needs.	
						• that it is common for friendships to experience challenges and that these can often be worked through so that the friendship is repaired or even strengthened.	
						• strategies to positively resolve disputes and reconcile differences in friendships and resorting to violence is never right.	
						• that friendships can change over time and the benefits of having new and different types of friends	
						• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable	
						• when and how to seek support in relation to friendships	

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By the end of EYFS, we aim for pupils to: • See situations from another person's point of view / perspectives of others.	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • What sorts of boundaries are appropriate in friendships with peers and others. This can include learning about boundaries in play and negotiations	• How to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use NURSES COMING IN FOR PANTS TALK IN DECEMBER	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • The importance of exercising caution about sharing information about themselves online and the importance of privacy and location settings to protect information. • To understand that	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact safely and appropriately to adults they may encounter (in all contexts, in person and online) including those thy do and do not know. • that no one should ask them	• to compare the features of a healthy and unhealthy friendship and how to recognise when a relationship is harmful or dangerous including skills for recognising who to trust and who not to trust. • how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong

	about space, toys, books, etc. • when it is important to ask for permission to touch others • how to ask for and give/not give permission		behaviour • That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	there is a minimum age for joining social media sites (currently 13) which protects children from inappropriate content or unsafe content with older social media users who may be strangers, including other children and adults. Online risks, including that any material provided online might be circulated and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • The concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe. • whom to tell if they are concerned about unwanted physical contact	• strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations

Relationships – Respecting ourselves and others						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By the end of EYFS, we aim for pupils to: • Talk with others to resolve conflicts. • Find solutions to conflicts and rivalries. • Talk about their feelings using words such as 'happy', 'sad', 'angry' or 'worried'. • Identify and modify their own feelings socially and emotionally.	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns	• about the things they have in common with their friends, classmates and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect, how this links to their own happiness and their right to be treated respectfully by others. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests. • what it means to treat others, and be treated, politely • the ways in which people show respect and	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone • the convention of courtesy and manners	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment including different types of bullying (incl online), the	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements

| | | | courtesy in different cultures and in wider society | | impact of bullying, responsibilities of bystanders (primarily reporting to an adult) and how to get help

• the impact of discrimination on individuals, groups and wider society

• ways to safely challenge discrimination

• how to report discrimination online | |

Living in the wider world – Belonging to a community						
EYFS	**Year 1**	Year 2	Year 3	**Year 4**	Year 5	Year 6
By the end of EYFS we aim for our pupils to: • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Remember rules without an adult needing an adult to remind them.	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling	• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they	• the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that	• what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they

		they are the same and different to others in their community	have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them	money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment	have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this • how to seek help when needed, including when they are concerned about violence, harm or when they're unsure who to trust.

Living in the wider world – Media literacy and digital resilience						
EYFS	**Year 1**	Year 2	Year 3	**Year 4**	Year 5	Year 6
By the end of EYFS we aim for pupils to: Know and talk about different factors that support their overall health and wellbeing regarding sensible amounts of 'screen time'.	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online	• the ways in which people can access the internet e.g. phones, tablets, computers • that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • to recognise that	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate how to understand the	• that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research,	about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites

		some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true	information they find online, including from search engines, and know how information is selected and targeted. • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access	news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information	have age restrictions and regulations for use • Why social media, some apps, computer games and online gaming including gambling sites are often age reistricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to

						this
						how to recognise what is appropriate to share online
						how to report inappropriate online content or contact
						How to take a critical approach to what they see and read online and make responsible decisions about which content, including on social media, is appropriate for them.
						That they have rights in relation to sharing personal data, privacy and consent.
						How to consider the impact of their online behaviour on others and how to recognise and display respectful behaviour online

Living in the wider world – Money and Work						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
By the end of EYFS we aim for pupils to: • Show resilience and perseverance in the	• that everyone has different strengths, in and out of school • about how different	• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards,	• about jobs that people may have from different sectors e.g. teachers, business • people, charity work	• how people make different spending decisions based on their budget, values and • needs	• to identify jobs that they might like to do in the future • about the role ambition can play	• about the role that money plays in people's lives,

face of challenge. • Show interest in different occupations.	strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do	electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants	• that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby	• how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the • reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training	attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks

Health and Well-Being – Physical health and mental well-being						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By the end of EYFS we aim for pupils to: • **Manage their own personal hygiene needs.** **Know and talk about different factors that support their overall health and wellbeing:** • **Regular physical activity** • **Healthy eating** • **Toothbrushing** • **Having a good sleep routine**	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun	• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others	• about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • The importance of building regular physical activity into daily and weekly routines and how to achieve them (walk to school, daily active mile, etc) • The risks associated with an inactive lifestyle including obesity. • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped	• The importance of promoting general wellbeing and physical health. • what good physical health means and how to recognise early signs of physical illness such as weight loss or unexplained changes to the body • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health • What constitutes a	• how sleep contributes to a healthy lifestyle • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage, heat stroke and skin cancer • how medicines can contribute to health and how allergies can be managed • that some diseases	• The benefts of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family as well as hobbies, interests and community paricipation. • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • Pupils should understand that worrying and feeling down are

		- how to manage big feelings including those associated with change, loss and bereavement - That change and loss, including bereavement can provoke a range of feelings, that grief is a natural response to bereavement and that everyone grieves differently. - when and how to ask for help, and how to help others, with their feelings	- the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle - what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally - that regular exercise such as walking or cycling has positive benefits for their mental and physical health - about the things that affect feelings both positively and negatively - strategies to identify and talk about their feelings - about some of the different ways people express feelings e.g. words, actions, body language - to recognise how	healthy diet (including understanding calories and other nutritional content) - Understanding the importance of a healthy relationship with food - The principles of planning and preparing a range of healthy meals - The characteristics of a poor diet and risks associated with unhealthy eating (for example, obesity, tooth decay) and other behaviours (impact of alcohol on diet or health)	can be prevented by vaccinations and immunisations - that bacteria and viruses can affect health - how they can prevent the spread of bacteria and viruses with everyday hygiene routines - to recognise the shared responsibility of keeping a clean environment	normal, affect everyone at different times and are not in themselves a sign of a mental health condition. - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - That isolation and loneliness can affect children and the benefits of seeking support. - identify where they and others can ask for help and support with mental wellbeing in and outside school – it is common to experience mental health problems and early support can help - the importance of asking for support from a trusted adult - about the changes that may occur in

			feelings can change overtime and become more or less powerful • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations.			life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • That change and loss, including bereavement can provoke a range of feelings, that grief is a natural response to bereavement and that everyone grieves differently. • how balancing time online with other activities helps to maintain their

						health and wellbeing – the benefits of limiting 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.
						• strategies to manage time spent online and foster positive habits e.g. switching phone off at night
						• what to do and whom to tell if they are frightened or worried about something they have seen online

Health and Well-Being – Growing and changing						
EYFS	**Year 1**	Year 2	Year 3	**Year 4**	Year 5	Year 6
By the end of EYFS we aim for pupils to:	• to recognise what makes	• about the human life cycle and how	• that everyone is an individual and has	• about personal identity and what	• The correct names of body parts,	to recognise some of the changes as they

• See themselves as a valuable individual.	them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave	people grow from young to old how our needs and bodies change as we grow up • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year	unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self - worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing	including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult	grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs

					• how to get information, help and advice about puberty	i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb that pregnancy can be prevented with contraception[2] about the responsibilities of being a parent or carer and how having a baby changes someone's life

Health and Well-Being – Keeping safe						
EYFS	**Year 1**	Year 2	Year 3	**Year 4**	Year 5	Year 6
By the end of EYFS we aim for pupils to: Know and talk about different factors that support their overall health and wellbeing regarding • being a safe pedestrian • suitable amount of 'screen time'	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques	• how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate

		• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	environment or unfamiliar places, including road, rail, water and firework safety	and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug taking. This should include the risks of nicotine addiction which are also caused by other nicotine products such as nicotine pouches and vapes)	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • that female genital mutilation (FGM) is against British law[1] • what to do and whom to tell if they think they or someone they know might be at risk of FGM	• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and

						effects of different drugs
						• about the laws relating to drugs common to everyday life and illegal drugs
						• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
						• about the organisations where people can get help and support concerning drug use
						• how to ask for help if they have concerns about drug use
						• about mixed messages in the media relating to drug use and how they might influence opinions and decisions