	Families and people who care about me	Caring friendships	Online Relationships/ Internet safety	Respectful relationships	Physical health and mental wellbeing	Keeping safe	Additional objectives - Term 1
EYFS	LINK English: Superhero Mum Know who is in their family and that other families can look different.	Know what a friendship is and name my friends. Say how friends make me feel.	Know what the internet is and what it's benefits are.		Know how to make a clear and efficient call to emergency services if necessary. Learn about personal hygiene and the importance of handwashing, sneeze stations and teeth brushing.	Stranger Danger/Getting Lost LINK English: Hansel and Gretel Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Know how to make a clear and efficient call to emergency services if necessary	Rights and responsibilities - To know our classroom rules To know how to cast a vote, with support To recognise what they like and dislike To understand basic road safety. To begin to know about their family heritage.

1	la LINK to RE Learn that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Know that some families have married couples and others do not.	Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	and principles for keeping safe online (passwords, sharing information and making friends), how to recognise 'warnings'on screen and how to report issues. Recap - 1d LINK to computing Know that for most people the internet is an integral part of life and has many benefits including shopping, connecting with people, leisure.	1e LINK English: The Lion Inside Know about different types of bullying (including cyberbullying), the impact of bullying, and how to get help. 1f Know the conventions of courtesy and manners, in the context of school.	Ig LINK Science/PE Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Learn about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Learn about the characteristics and mental and physical benefits of an active lifestyle 1h Link to science Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer 1i Learn about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	1j LINK to English text Ruby's worry Know how to recognise and report feelings of being unsafe or feeling bad about any adult. 1k Learn 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. Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. (Secrets and NSPCC PANTs) 1l Be confident to make a clear and efficient call to emergency services if necessary, with their address.	1m Rights and responsibilities - to know and follow our classroom rules 1n To be able to cast a vote independently 1o To recognise, name and deal with feelings in a positive way. 1p To listen to and share opinions on things that matter to them, including on the environment. 1q To understand road safety and fire safety. 1r To know about their family heritage.
ZONES of regulation (all)	2a Know that families are important for children growing up because they can give love, security and stability.		2b LINK to Computing Know 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.	2d LINK English: Wolves Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. 2e Know practical steps they can take in a range of different	2g Understand 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. 2h Learn how to recognise and talk about their emotions,	2m Know to ask for advice or help for themselves or others, and to keep trying until they are heard. 2n How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (Stranger danger revisited)	2p Rights and responsibilities - To help develop our classroom rules 2q To know how to set a goal 2r To understand how a vote works and cast a vote. 2s To take part in a simple debate about topical issues

NIVIPS: U	erview of PD objective	<u>es 2034-24(Including I/</u>	RSHE)				
			2c Know where and how to report concerns and get support with issues online	contexts to improve or support respectful relationships (differences, listening, saying sorry) 2f Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and upstanders and how to get help.	including having a varied vocabulary of words to use when talking about their own and others' feelings. 2i Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 2j Link to science Know what constitutes a healthy diet 2k Learn about the importance of sufficient good quality sleep for good health		2t To know that they belong to various groups and communities 2u To know what improves and harms their local environments and some of the ways that people look after them. 2u To understand that money comes from different sources and can be used for different purposes. 2w To know about their and their friends' heritage or culture/religion.
3 Protective behaviour s course	3a Discuss 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. 3b Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	3c Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable. Know to speak out to stay safe.	3d LINK to computing Know 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. 3e Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online 3f Understand how information and data is shared and used online.	3g LINK English: The Iron Man Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. (see 'protected characteristics' in the Equality Act 2010 and make reference to this) Recap - 3h Know the conventions of courtesy and manners	3i Link Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 3j Learn about the characteristics and mental and physical benefits of an active lifestyle. Know 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. 3k Link to science: Know what constitutes a healthy diet Learn about the principles of planning and preparing a range of healthy meals	3m to assembly (growth) Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. 3n Know what sorts of boundaries are appropriate in friendships with peers and others (safe, positive touch and link to school rules)	3o Rights and responsibilities - To create and follow our classroom rules 3p To understand about a range of jobs, know how to set a goal and communicate their aspirations 3q To understand democracy, cast a vote and understand the result 3r To take part in a simple debate about topical issues. 3s To be confident in road safety, fire safety and to get help in school or at home if someone is injured.

		ves 2034-24(Including I			3l Learn about the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		
4 My Feelings	4a 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.	Recap - 4b Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Then - 4c Know 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.	Recap - Know 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. 4d LINK to computing Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4e Understand why social media, some computer games and online gaming, for example, are age restricted 4f Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is	4g LINK Malala 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. 4h Learn about practical steps they can take in friendships to improve or support respectful relationships. (differences, compromise, praising)	4i Know that mental wellbeing is a normal part of daily life, in the same way as physical health. 4j Understand 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. 4k Learn 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. 4l Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 4m LINK to Science / dangers around electricity Learn concepts of basic first-aid, for example dealing with common injuries, including head injuries. 4n Link to science (teeth) Learn about the characteristics of a poor diet	Know where to get advice e.g. family, school and/or other sources. Recap - 4p Know what sorts of boundaries are appropriate in friendships with peers both in and out of school (including in a digital context - are 'friends' made online really friends?). 4q Know how to recognise and report feelings of being unsafe or feeling bad about any adult.	4r To write and follow our classroom rules and learn about rights/repsonbilities in our school community 4s To share their aspirations and have goals to develop skills to help them achieve these. 4t To understanding what motivates behaviour. 4u To understand democracy, casting a vote and accept the result. 4w To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;

ranked, selected and targeted. and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol or diet or health). Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 5 LINK to English: The Unforgotten coat Know how important friendships are in assemblie friendships are in selection of the risks and secure, and how people choose and make friends 8 Recap - 5c Know that most friendships have ups and downs, and that these can often be worked through so that we worked through so that the secan often be worked through so that we move the might so that sometimes behave unsealth to the decay) and other behaviours (e.g., the impact of alcohol or diet or health). Know about dental health and the benefits of good oral hygiene and dentist 5; Know where and how to critically computing Know the importance of respecting others, seek support (including egg, family, school and/or other sources. 5 Row where and how to egg, family, school and/or other sources. Know tho to critically consider their online responsibilities in our seeks upport), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or others, and to keep trying until they are heard. 5 Row the facts and science relating to allergies, immunisation and vaccination. 5 To know how behavi affects groups. 5 To know how behavi affects groups. 5 To know how behavi affects groups. 5 To londerstand demo and how to to respective the computing know to ask for advice or help for themselves or others, and to keep trying until they are heard. 5 To londerstand responsibilities in our seeks upport), including subset and local community or beliefs. 5 To know the facts and science relating to allergies, immunisation and vaccination. 5 To londerstand responsibilities in our seeks upport (including regarding the e.g., family, school and/or other sources. 6 To u	
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wellbeing. weight loss, or unexplained	
changes to the body	

NMPS: Overview of PD objectives 2034-24(Including RSHE) 5m Pupils should know: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle 6a Know that stable. Recap - 6c LINK to 6f LINK to computing 6n Know that mental 6w To share their aspirations 6t Link to assembly (growth) School caring relationships, **English: Holes Understand how** Know the importance wellbeing is a normal part of Know how to ask for advice and have goals for their which may be of **Know how important** academic, social and personal information and data of self-respect and daily life, in the same way as or help for themselves or nurse sessions different types, are at friendships are in is shared and used how this links to their physical health. others, and to keep trying development. the heart of happy making us feel happy online. own happiness. until they are heard. Know families, and are and secure, and how what to do if they are not 6x To understand group 6m Know the Know where and how to dynamics and how behaviour important for people choose and Recap - 6g Learn feeling heard. children's security as make friends. about the benefits of importance of seek support (including affects groups. Understand they grow up. rationing time spent permission-seeking recognising the triggers for 6u Know that each person's what anti social behaviour is. 6d Know the online, the risks of and giving in seeking support), including body belongs to them, and 6b Know how to characteristics of excessive time spent relationships with whom in school they should the differences between 6v To understand democracy recognise if family friendships, including on electronic devices friends, peers and speak to if they are worried appropriate and and about the basic relationships are institutions that support it mutual respect, and the impact of adults. about their own or someone inappropriate or unsafe making them feel truthfulness. positive and negative else's mental wellbeing or locally and nationally. physical, and other, contact. unhappy or unsafe, trustworthiness, content online on ability to control their and how to seek help loyalty, kindness, their own and emotions (including issues 6v Know how to report 6z To recognise the role of arising online). or advice from others generosity, trust, others' mental and concerns or abuse, and the various voluntary and vocabulary and confidence if needed. Focus on sharing interests and physical wellbeing community groups. children's rights and experiences and 6p) needed to do so. discuss British values support with problems 6h Understand why Know that bullying (including (individual liberty) and difficulties social media, some cyberbullying) has a negative including forced computer games and and often lasting impact on marriage. online gaming, for mental wellbeing Know how to recognise example, are age who to trust and who restricted 6q Link to science not to trust, how to Know what constitutes a judge when a 6i Know that the healthy diet (including friendship is making internet can also be a understanding calories and them feel unhappy or other nutritional content) negative place where uncomfortable, online abuse, Learn the characteristics of a managing conflict, how trolling, bullying and poor diet and risks to manage these harassment can take associated with unhealthy situations and how to place, which can eating (including, for seek help or advice have a negative example, obesity and tooth from others. impact on mental decay) and other behaviours health. (e.g. the impact of alcohol on diet or health).

NMPS: Overview of PD objectives 2034-24(Inclu	ding RSHE)		
	6j Know where and how to report concerns and get support with issues online, including as an adult and the role of the police.	6r Link to science Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 6s Pupils should know: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle	