

Relationships Education Progression Framework						
1. Families and people who care for me	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
That families are important for children growing up safe and happy because they can provide love, security and stability	Recognise different kinds of families: I know my family cares for me and keeps me safe.	Describe the ways families look after each other.	Explain the ways families provide safety and stability. Explore the idea of belonging to a family.	Describe how families create stability and help children cope with difficulties	Explain why stable, supportive families are important for healthy development	In an age appropriate way, understand the impact of instability in a family on children's wellbeing. Know wider support systems they can rely on.
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family	Know that families care for each other: I know some ways my family cares for me	Describe ways families show love and spend time together.	Explore and give examples of how families show commitment to each other. Describe how it feels to spend time with their family.	Understand that people in families can have different roles and responsibilities. Identify who has responsibility for looking after them.	Explain why shared experiences and stability matter to them in times of challenge or difficulty.	Describe how having security and stability help when facing a change (transition)
That the families of other children, 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.	Know that families can look different.	Describe some ways families can be different. Describe some ways all families can be loving to each other.	Describe the ways some families can be different, and ways they can be similar. Some times families fall out with each other but they still love each other.		Families taking care of children may do this in different ways, including single parent families, same-sex parents, families headed by grandparents, young carers, adoptive and foster parents.	The challenges faced by families living in different parts of the world and how love drives care and protection in spite of adversity.
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Know that adults keep children safe.	Describe some routines and features of their family lives that help them feel safe.	Describe some ways belonging to a family can make someone feel safe and secure.	Consider how belonging to a family or community impacts someone's sense of identity.	Can describe what children need within their home to grow up safe, happy and confident.	Consider the impact of insecure or unstable family dynamics on a child and who they could ask for support if they felt unsafe or insecure in their family.
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Know that some adults choose to marry. Some families have adults who are married. Some do not.	Understand that marriage is a promise.		Know that marriage is a legally recognised commitment that is intended to be life long.	Know that marriage in the UK is legal between same-sex couples.	
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Can describe what feels safe and comfortable to them within a family relationship. Know that a feeling of worry or danger is important to notice.	Identify trusted adults when something doesn't feel right.	Explain clearly the difference between secrets and surprises. (introduced in Y1)	Identify some behaviours that might be unsafe in any relationship eg: hurting someone, calling them names, threatening them, being asked to keep secrets.	Recognise that a relationship is unhealthy. Reflect on how relationships make them feel. Recognise that some relationships can make people feel bad, unsafe or controlled and these are not healthy relationships.	Recognise that a relationship is unhealthy. Reflect on how relationships make them feel. Recognise that some relationships can make people feel bad, unsafe or controlled and these are not healthy relationships.
2. Caring Friendships	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Know friends make us happy.	Identify what makes a good friend.	Understand shared interests and taking an interest in someone else.	Explain the value of friendship to wellbeing.	Choosing positive friends and healthy relationships.	Identifying when a friendship has a positive impact on themselves, or when it may not be a healthy relationship.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	Use kind words. Celebrate our friends.	Include others in games and play.	Understand that it hurts to be left out. Identify how to help.	Be able to repair a conflict or resolve a disagreement.	Understand and practice empathy.	Be a role model for inclusivity.
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 feeling lonely or talking about it.	What loneliness can feel like.	How to use words to describe our feelings when we aren't included.	To recognise when someone else might be feeling lonely.	Develop strategies to keep happy and calm by myself	Develop strategies to manage big feelings including loneliness.	Support other people when they are feeling lonely. Consider who in our society might be vulnerable to loneliness.

The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	To share and take turns.	Be honest and kind in our friendships.	Understand what is needed for people to trust us and why loyalty is.	Describe mutual respect in friendships and what this looks like.	Say how my friends help me to feel safe and secure. Share how I connect with my friends and how they help me with problems.	Describe what it means to be a good friend, even when it isn't always easy.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	To say sorry and forgive.	Solve simple disagreements	Make compromises	Practice repair conversations	Recognise when others are experiencing big emotions. Consider what might impact the emotions of someone else.	Recognise how apologising and forgiving can make a friendship stronger.
How to manage conflict, and that resorting to violence is never right.	Use words not hands	Identify peaceful solutions to disagreements	Learn mediation strategies	Practice negotiation	Describe the consequences of aggression	
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Notice when I am feeling sad during a game.	Identify when I feel left out or unhappy when playing with my friends.	Recognise when my friends help me make good choices and if my friends lead me to make bad choices.	Know what is meant by 'peer pressure'	Recognise when a friendship might be unhealthy. Know who to talk to.	Describe how to make healthy, new friendships and how to know if a friendship feels right.
3. Respectful, kind relationships	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
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.	Take turns	Listen to others during games	Describe what is meant by fair when making decisions in friendships (compromise)	How to include everyone when friends want different things	Describe what it means to be a good friend when mutual friends have fallen out.	Describe ways to keep in touch with friends we don't see as much anymore. Consider the impact of good friendships on our lives
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Say 'no' when we don't want to do something.	Respect others' space. Spot signs that someone needs space.	Understand my own personal space and that someone else might have a different sense of this.	Describe my own emotional boundaries: what do I need when I am feeling...? What do I not need...?	Describe how to uphold my own boundaries in relationships. What can I say or do when my boundaries aren't respected and who can I talk to?	Describe how to establish my own boundaries in new friendships. Why might it be tempting to go along with things that make me uncomfortable in a new friendship?
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.	Name my feelings	Name my feelings and describe how I know what I am feeling.	Be able to express what I need when I am feeling a big emotion. Consider different ways to communicate when words might be tricky.	Be assertive and respectful with my needs and wishes.	Manage and reframe disappointment	Expressing needs politely when around unfamiliar people. Knowing who to talk to when people are unfamiliar (secondary transition)
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	Say when something is fair	Describe when something is unfair because not everyone has been listened to. Consider ways to make sure everyone can be listened to.	What does kind mean?	Explore when being kind to someone else might mean being unkind to myself.	Be able to express why upholding my own boundaries is not unkind to other people.	Evaluate situations to identify power dynamics within groups (through stories or scenarios) How can power be re-balanced?
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Know some ways we are different	Describe the ways we can live alongside people who are different to us.	Understand what is meant by diversity in a community	Challenge unkindness and disrespect of differences.	Understand what is meant by equality and how we can promote equality in our school.	Understand the impact of legislation and the law on upholding equality. Understand what is meant by discrimination and the legal protections against it
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	I can listen to other people	Cooperate with a partner	Achieve a task within a team	Take on different roles in a team: leadership and teamwork	Help someone learn how to do something	Give good advice to someone in need.
The conventions of courtesy and manners.	Say please and thank you. Wait to speak	Express what I want politely, even when I am cross or in a hurry	Reflect on when it is hard to be polite - what can help me remember?	Digital manners - being respectful and polite online	Digital manners - being respectful and polite in messages.	Digital manners - Why it can feel easier to be 'rude' online.

The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Say what makes me special	Say what I am good at (and how I got good!)	Say what I would like to achieve or be better at	Recognise things I have achieved because of hard work. Describe the things about myself that I am proud of.	Describe my interests and why they are important to me	Describe my values and why they are important to me.
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	Know that bullying is unkind and makes people feel sad.	Recognise that bullying is repeated behaviour	Understand what is meant by a 'bystander' and the role a bystander can have.	Describe some strategies to choose if I think I am being bullied. What if I think someone else is being bullied?	Describe cyber-bullying and the different forms it can take.	Describe the impact cyberbullying can have on young people and who can help.
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Know that differences make us special.	Know that some people unfairly judge others because of their differences. Understand what is meant by 'racism'	Challenge stereotypes: gender roles (what can girls and boys do?)	Describe the ways that our outsides don't always reflect our insides. Consider how we can get to know people before we make assumptions	Describe the harmful impact stereotyping can have on people.	Consider where we might encounter stereotypes in society and how we can spot and challenge them.
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Who are trusted adults?	How do I know an adult is safe to talk to?	Know who the emergency services are and what different jobs they do.	Know different sources of help for different problems (emotional, physical, family, friendships, health)	Know different sources of help from familiar and unfamiliar sources (eg: childline, NSPCC)	Describe how to persist until heard when something is unsafe, dangerous or worrying

4. Online safety and awareness	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Be kind online	Follow the same rules online as offline when interacting with others	Describing and resisting peer pressure online.	Don't share without permission: consent	Understand a digital footprint	Promoting ethical digital behaviour
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to	Be aware of strangers online.	Never share personal information	Know that people online may deliberately pretend to be someone they are not.	Recognise when content is harmful and know what to do about it	Recognise unsafe content and know what to do about it.	Identify when online communication is unsafe, worrying or dangerous and who to talk to about it.
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social		Understand that rules about age protect children	Know that many social media platforms are 13+	Understand the impact social media can have on young people	Understand the impact social media can have on young people	Understand the impact social media can have on young people
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Describe why I should have an adult with me when I use technology	Understand passwords	Understand networks and what can be shared	Describe the risks and benefits of location sharing	Understanding privacy settings	
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.	Know that pictures can be shared	Know why it is hard to delete something that has been online	Think before posting	Understanding screenshots	Consider the impact of sharing something personal	How to uphold safety boundaries

That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Who I can talk to if I don't like what I can see	Recognise when something makes me feel scared, worried or upset	Know how to report something I don't like or don't think I should have seen	Understand how algorithms might decide what content to show me	Describe how different content might make me feel or influence my behaviours	Know how to protect myself emotionally online.
5. Being Safe	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Taking turns and sharing	Respecting 'Stop'	Negotiating and Compromising	Understand the idea of consent during play	Describe how we can be respectful during online games	How I can uphold my own boundaries in new friendships and respect others' boundaries
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.	What is a surprise?	A secret that is unsafe must be told. How can we know?	Understand what privacy means. Describe when I might want privacy.	When is it unsafe to keep a confidence?	Online secrets: what is safe to share and what is not.	Online consent
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	My body belongs to me	When is touch safe? When is it not?	Consent and respecting other people's bodies	Recognise an inappropriate request or unsafe action	Know how to report a concern in real life or online. Who can I talk to?	Recognise an inappropriate request online, including for images. Who to report to and the consequences of sharing images.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Who are my trusted adults	Which adults can I trust? Who might be unsafe?	Online Strangers	Recognise when behaviour from an adult is unsafe or worrying. Know who to talk to.	Asserting and communicating boundaries even with adults.	Recognise when someone's behaviour online is unsafe or worrying
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Use words to describe when I am worried, scared or upset	Tell a trusted adult when something makes me feel worried, scared or upset	Recognise what a good relationship feels like and how they positively impact our lives	Understand peer pressure	Recognise when a friendship or relationship feels unhealthy or unsafe.	Recognise when a relationship encourages unsafe or unhealthy behaviours and know that this is not a sign of a healthy relationship.
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	I can tell an adult when I am worried, scared or upset	I can describe something that has made me worried, scared or upset so an adult can help me	I know who keeps me safe in school and who I can talk to	I know when it is unsafe to keep a secret I can use online reporting tools to report something unsafe.	I know who I can turn to for support outside of my familiar adults (NSPCC, childline)	I can advocate clearly for myself when something feels unsafe.
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	I can ask for help	I can use words to express a worry and can find an adult to share this with.	I know who to talk to in school if my teacher isn't around	I know I can keep trying to talk about a worry if I have not been heard yet	I know who I can turn to for support outside of my familiar adults (NSPCC, childline)	

Health and Wellbeing Education Progression Framework						
6. General wellbeing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
The benefits 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 participation.	Describe how I feel after exercise and good sleep.	Explain how being active outdoors can make us feel good.	Describe the relationship between good rest and down time and feeling good.	Identify hobbies and interests that make me feel good.	Identify some strategies and approaches that work for me when I need to relax or feel better	Identify some strategies or approaches that help me when I am worried about the future.
The importance of promoting general wellbeing and physical health.	Know simple ways to relax and feel better	Identify my big feelings and know when I need help	Describe how it feels to choose activities that help my wellbeing or physical health	Explain why a mix of rest, hobbies and social time is important	Plan strategies for when I don't feel my best	
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Name some important emotions	Name and recognise big feelings	Understand that feelings can have different intensities (eg: I can be a little bit annoyed or extremely angry)	Describe how a range of emotions feel to me and what it looks like to others when I experience them.	Demonstrate understanding of a range of emotions that others may feel. Show awareness that people experience and display feelings in different ways.	Identify some things that trigger big feelings and have plans to manage this. Understand when it is normal to feel sad or worried. Know who to talk to. (Secondary transition)
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Know that other people have feelings just like me.	Know some words to describe their feelings and identify the feelings of others.	Use vocabulary to describe intensities and strengths of feelings.	As objective above	As objective above	As objective above
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Begin to learn safe ways to show big emotions	Describe some safe ways to show big emotions	Use scaling language when describing big emotions	Judge whether behaviours match a situation	Consider the reasons why someone's behaviour might seem disproportionately big	Know and describe personalised strategies for recognising disproportionate responses to feelings
That isolation and loneliness can affect children, and the benefits of seeking support.	That being alone can feel sad	Recognise feeling lonely	To recognise when someone else might be feeling lonely.	Plan ways to include others	Develop strategies to manage big feelings including loneliness.	Support other people when they are feeling lonely. Consider who in our society might be vulnerable to loneliness.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Know that bullying is unkind and makes people feel sad.	Recognise that bullying is repeated behaviour	Understand what is meant by a 'bystander' and the role a bystander can have.	Describe some strategies to choose if I think I am being bullied. What if I think someone else is being bullied?	Describe cyber-bullying and the different forms it can take.	Describe the impact cyberbullying can have on young people and who can help.
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.	Know that change can sometimes feel sad or strange.	Know that loss can cause strong feelings	Understand that grief is a natural response to loss	Know that people might show their grief in different ways	Identify some safe and healthy ways to cope with grief and loss	Proactively prepare for a big change (secondary transition)
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control	Who are trusted adults?	How do I know an adult is safe to talk to?	Know who the emergency services are and what different jobs they do.	Know different sources of help for different problems (emotional, physical, family, friendships, health)	Know different sources of help from familiar and unfamiliar sources (eg: childline, NSPCC)	Describe how to persist until heard when something is unsafe, dangerous or worrying
That it is common to experience mental health problems, and early support can help.	Know that feelings are important	Know I can make choices to help myself be happy	Know that people can have the same experience but different feelings	Identify when I need help with my big feelings and who I can talk to.	Know that it is common to experience mental health problems and that talking helps.	Proactively prepare for a big change (secondary transition)
7. Wellbeing online	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
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.	Know some people use the internet for talking, playing and learning	Know that people use the internet for lots of daily tasks	Describe their own uses of the internet and say what is for fun and what is functional	Know that sometimes people can use the internet too much, and that it is helpful to set limits for games and talking	Know how to identify when someone's personal internet use might be impacting on their life (friendships, sleep, wellbeing) and how to manage this.	Know how to identify when someone's personal internet use might be impacting on their life (friendships, sleep, wellbeing) and how to manage this.

Pupils 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 the reasons 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.	We can use the internet to talk to friends.	Describe how speaking face to face is different to communicating online.	Group conversations or communication into things that are better face to face and things that are okay online	Describe how to safely connect with their friends online	Describe what is missing in online friendships and why online friendships are unlikely to be a good substitute	Describe what is missing in online friendships and why online friendships are unlikely to be a good substitute
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.	Describe why I should have an adult with me when I use technology	I can write my own rules for safely using the internet	Describe how their mood can be impacted by too much time on a device. (tired, hungry)	Know that sometimes people can use the internet too much, and that it is helpful to set limits for games and talking	Know how to identify when someone's personal internet use might be impacting on their life (friendships, sleep, wellbeing) and how to manage this.	Know how to identify when someone's personal internet use might be impacting on their life (friendships, sleep, wellbeing) and how to manage this.
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Be kind online	Follow the same rules online as offline when interacting with others	Describing and resisting peer pressure online.	Don't share without permission: consent	Understand a digital footprint	Promoting ethical digital behaviour
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.		Understand that rules about age protect children	Know that many social media platforms are 13+	Understand the impact social media can have on young people	Understand the impact social media can have on young people	Understand the impact social media can have on young people
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Describe why I should have an adult with me when I use technology	I can write my own rules for safely using the internet	I know some apps and games will ask me to buy things after I have downloaded them.	Know that sometimes people can be tricked into spending money on the internet.	Know that sometimes people can be tricked into giving money to other people on the internet.	Know that some people start using the internet in a way that is difficult to stop. Understand the term addiction in relation to gaming and gambling.
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.		Say when something I have seen online isn't true	Say how to know if a source is reliable online.	Understand that companies will show me ads they think I will like.	Understand that apps and social media will show me information it thinks I will like - but it won't check if it is true.	Understand the impact of bias and targetting online on wider society
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Be kind online	Follow the same rules online as offline when interacting with others	Describing and resisting peer pressure online.	Know to to block and report unkindness online	Describe what cyberbullying is and its impact on wellbeing	Understand the impact of cyberbullying and why it is important to report it
How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Know search engines find information	Say when something I have seen online isn't true	Say how to know if a source is reliable online.	Understand that companies will show me ads they think I will like.	Understand that apps and social media will show me information it thinks I will like - but it won't check if it is true.	Understand the impact of bias and targeting online on wider society
That they have rights in relation to sharing personal data, privacy and consent.	Be aware of strangers online.	Understand passwords	Know what is meant by personal data	Don't share without permission: consent	Understand a digital footprint	Promoting ethical digital behaviour
Where and how to report concerns and get support with issues online.	Describe why I should have an adult with me when I use technology	Recognise when something makes me feel scared, worried or upset	Know how to report something I don't like or don't think I should have seen	Understand how algorithms might decide what content to show me	Describe how different content might make me feel or influence my behaviours	Know how to protect myself emotionally online.
8. Physical health and fitness	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
The characteristics and mental and physical benefits of an active lifestyle.	Describe how I feel after exercise	Know that people need rest in order to live and grow	Describe the relationship between moving our bodies and feeling good.	Develop my own strategies for movement when I need to feel good (in school, at home)	Reflect on how it feels to spend time being active, outdoors	Describe the impact on the circulatory system of an active lifestyle
The importance of building regular physical activity 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, moderate and/or vigorous physical activity.	I move my body everyday	Say ways that I can move my body every day	Plan to move my body more often	How can Year 4 plan to move their bodies more?	Writing my own body movement pledge	Understanding the impact of regular movement on our wellbeing and making commitments to our future self

The risks associated with an inactive lifestyle, including obesity.	I move my body everyday	I can say how it feels when I don't move my body for a long time.	Plan to move my body more often	Reflect on what might happen in our bodies if we don't move regularly	Describe some of the harmful affects of not moving our bodies regularly	Understanding the impact of regular movement on our wellbeing and making commitments to our future self
How and when to seek support including which adults to speak to in school if they are worried about their health.	Know who to tell if they are feeling unwell	Know when I can talk to an adult about a worry and which adults I can choose	Who can help me make healthy choices?	Know different sources of help for different problems (emotional, physical, family, friendships, health)	Know different sources of help from familiar and unfamiliar sources (eg: childline, NSPCC)	Describe how to persist until heard when something is unsafe, dangerous or worrying
8. Healthy Eating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
What constitutes a healthy diet (including understanding calories and other nutritional content).		Know that animals, including humans, need to eat the right amounts of different foods	Know the names of different food groups and their benefit to the body. Know what foods we need more of and what we need less off.		Know that different kinds of food give us energy in different ways. Understand a 'sugar crash'	Know how a poor diet can impact how our body functions.
Understanding the importance of a healthy relationship with food.		Know that animals, including humans, need to eat the right amounts of different foods	Know what is meant by balance in a diet and why this is important	The impact of too much sugar on our teeth	Know why we can feel like we want or need more sugar	Know how a poor diet can impact how our body functions.
The principles of planning and preparing a range of healthy meals.	Follow a simple recipe	Follow a recipe to create a savoury dish	Design and make a healthy meal		Design and make a healthy meal	
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).		Identify if foods are healthy or unhealthy	Know which food groups can be harmful if we have too much including the impact of sugar on the body	The impact of too much sugar on our teeth	Know the impact of sugar on the body and on mood	Know how a poor diet can impact how our body functions.
9. Drugs, alcohol, tobacco and vaping	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
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.	Know some substances are not safe to touch or taste	Know how to be safe with medicines	Describe how we know when something is safe to taste, eat or drink	Describe the difference between helpful medicines and harmful substances	Say some ways that smoking, vaping and other nicotine products affect the body and understand the term addiction	Say some ways that alcohol affects the body, and understand the term addiction
10. Health protection and prevention	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Know who to tell if they are feeling unwell	Recognise some common symptoms of being poorly (what is a 'cold'? What is a stomach bug?) Know some ways to feel better when they are poorly			Say some ways to look after myself when I am feeling poorly	Know who to talk to if they are feeling poorly and some common self-care approaches (eg: what to eat after a stomach bug) Know what a fit and healthy body can do (movement, heart rate, breathing after exercise)
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Know we wear sunscreen in the sun	Know some ways to protect their skin from the sun and why this is important	Know that some suncreams are stronger than others and some are waterproof - what should we be shopping for?			
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.	Say what my bedtime routine is and how it helps me feel sleepy	Know some things that stop me sleeping well and have a plan for them (eg: screen time, scary TV shows or books, too much food)	Describe how I feel after good sleep and how I feel after poor sleep	Know that sometimes people can use the internet too much, and that it is helpful to set limits for games and talking	Know how to identify when someone's personal internet use might be impacting on their life (friendships, sleep, wellbeing) and how to manage this.	Know how to identify when someone's personal internet use might be impacting on their life (friendships, sleep, wellbeing) and how to manage this.
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	How should I brush my teeth? Teeth brushing songs and reminders			The impact of too much sugar on our teeth		

About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Know when we need to wash our hands.	How to prevent the spread of common illnesses through good hygiene	Understand that germs can spread through touches and droplets	Know when and why we need to wash our hands.		
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Why we have the flu nasal spray	How the flu nasal spray works				Illnesses can be caused by viruses and bacteria How vaccinations work
11. Personal Safety	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Describe some classroom rules that keep us safe	Recognise some common hazards (electricity, sharp objects, trip hazards etc)	How to stay safe while cooking and in a kitchen including fire risks	Fire Safety		
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Road Safety rules	Water safety	Railway and level crossing safety	The water safety code		
12. Basic First Aid	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Know the different jobs of the emergency services		Make a clear call to the emergency services	What to do if you see someone in an emergency? What not to do.		
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.					Basic First Aid	
13. Developing Bodies	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objective						
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Know that people are different ages	Humans change as they grow and go through different stages of life. Humans have offspring			Changes to the body during puberty	Know that life may change as we grow.
The correct names of body parts, 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.	I know my private parts are private	I can name the parts of my body that are private	I know my private parts are private and other peoples' private parts are private too. I know who to talk to if I am worried.	I know my private parts are private and other peoples' private parts are private too. I know who to talk to if I am worried.	I know my private parts are private and other peoples' private parts are private too. I know who to talk to if I am worried.	I know my private parts are private and other peoples' private parts are private too. I know who to talk to if I am worried.
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.					Changes to the body during puberty	