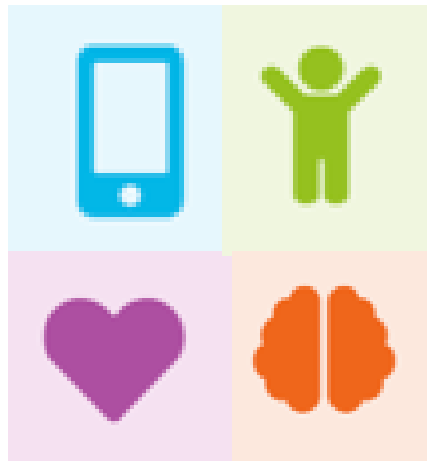


E4S Objectives Week by Week

Please bear in mind that some weeks have more objectives than others. This can be deceptive, as some objectives are quite narrow. For some topics, where there is a large number of objectives, they are over a number of weeks.

Please use this in conjunction with Life to the Full, plotting in the objectives for your year group over the year where you feel there will best fit.



E4S Objectives Week by Week

Autumn Term: Week One

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	EHWB: Sense of Self Being Good At Things and Achievement	EHWB: Sense of Self Stereotypes – Boys and Girls	EHWB: Sense of Self Achievements and Goals	EHWB: Sense of Self Achievements and Goals	EHWB: Sense of Self Achievements and Goals	EHWB: Sense of Self Achievements and Goals

Emotional Health and Wellbeing: Sense of Self			
Being Good At Things and Achievement *	Year Group		
Objective	EYFS	Year One	Year Two
Know the things that I feel I am good at and explain why		X	
Consider how being able to do something makes us feel		X	
Consider what it is like to like doing something that you find tricky		X	
Understand that making mistakes and persevering is the way we learn		X	
Be able to find ways to try again and not give up		X	
Be able to celebrate things we are all good at even if they are not the same things		X	
Recognise how to give and receive praise		X	
Consider how this may make us feel		X	
Be able to give support to others when they are trying something new		X	
Recognise how helping others makes us feel		X	

Emotional Health and Wellbeing: Sense of Self			
Stereotypes – Boys and Girls *	Year Group		
Objective	EYFS	Year One	Year Two
Describe some of the ways in which people are similar			X
Describe some of the ways in which people are different			X
Explain that we may have things in common with others that we did not immediately realise and that this can help build friendships			X
Learn about the factors that make people the same or different			X
Explain that everyone is equal no matter their identity			X
Explain or demonstrate ways we can value others who are similar or different from us			X
Give a simple definition of what is meant by 'stereotype'			X
Recognise some different kinds of stereotypes (such as gender stereotypes)			X
To be able to recognise and challenge 'stereotypes'			X

Emotional Health and Wellbeing: Sense of Self				
Achievements and Goals	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Reflect on their achievements and describe what they are proud of	X	X		
Identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated	X	X		
Explain different ways to approach a challenge or goal and evaluate which would be the most successful	X	X		
Give examples of skills needed to co-operate when working with others	X	X		
Identify their personal goals and describe aspirations for secondary school or beyond			X	X
Explain what a 'goal' is and why having a clear goal can be helpful			X	X
Describe steps they can take to improve			X	X
Identify what personal actions they can take to improve			X	X
Identifying positive things about themselves and what they are proud of	X	X	X	X
Explain how making mistakes along the way can help them to learn	X	X	X	X

Autumn One: Week Two

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	EHWB: Emotional Resilience Recognising Feelings	EHWB: Emotional Resilience Recognising Feelings	EHWB: Emotional Resilience Feelings and Emotions	EHWB: Emotional Resilience Feelings and Emotions	EHWB: Emotional Resilience Feelings and Emotions	EHWB: Emotional Resilience Feelings and Emotions	

Emotional Health and Wellbeing: Emotional Resilience			
Recognising Feelings *	Year Group		
Objective	EYFS	Year One	Year Two
Be able to discuss how having a range of feelings can make you feel		X	X
Notice and identify feelings in themselves and others		X	X
Know that all feelings are OK		X	X
Understand their feelings and know what has happened to cause their big feelings		X	X
Express and manage their feelings in safe ways		X	X
Talk about what makes them feel happy, proud, sad, angry, worried etc. and can describe the emotion they are experiencing		X	X
Distinguish between comfortable and uncomfortable feelings and know that uncomfortable feelings will pass		X	X
Understand the thoughts and feelings of others		X	X
Identify and describe feelings people might have about different kinds of change or loss		X	X
Describe how this can make someone behave		X	X
Identify some ways to manage feelings associated with change and loss in self and others		X	X
Develop a range of vocabulary to describe and help to explain own feelings		X	X
Explore ways to effectively express feelings vocally and physically		X	X
Demonstrate how faces and bodies show different feelings		X	
Name a range of feelings		X	
Describe different feelings identify where we might also feel these in our bodies		X	
Consider that different feelings can be felt more strongly than others		X	
Demonstrate how our faces and bodies show these feelings to other		X	

Emotional Health and Wellbeing: Emotional Resilience				
Feelings and Emotions	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Identify how people's bodies and faces can show their feelings	X	X		
Describe how different feelings are experienced in their bodies	X	X		
Be able to effectively identify, describe and verbally share a wider range of feelings	X	X		
Learn about a wider range of feelings, and understand that people can experience conflicting feelings at the same time	X	X	X	X
Express and manage complex feelings and emotions, including those associated with change, worry and puberty			X	X
Know what to do when they need help and support	X	X	X	X

Autumn One: Week Three

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	EHWB: Emotional Resilience Recognising Feelings Feelings and Impact On Self and Others	EHWB: Emotional Resilience Recognising Feelings Feelings and Impact On Self and Others	RSE: Feelings and Attitudes Dealing With Strong Feelings	RSE: Feelings and Attitudes Dealing With Strong Feelings	RSE: Feelings and Attitudes Dealing With Strong Feelings	RSE: Feelings and Attitudes Dealing With Strong Feelings	

Emotional Health and Wellbeing: Emotional Resilience			
Recognising Feelings *	Year Group		
	EYFS	Year One	Year Two
Objective			
Be able to discuss how having a range of feelings can make you feel		X	X
Notice and identify feelings in themselves and others		X	X
Know that all feelings are OK		X	X
Understand their feelings and know what has happened to cause their big feelings		X	X
Express and manage their feelings in safe ways		X	X
Talk about what makes them feel happy, proud, sad, angry, worried etc. and can describe the emotion they are experiencing		X	X
Distinguish between comfortable and uncomfortable feelings and know that uncomfortable feelings will pass		X	X
Understand the thoughts and feelings of others		X	X
Identify and describe feelings people might have about different kinds of change or loss		X	X
Describe how this can make someone behave		X	X
Identify some ways to manage feelings associated with change and loss in self and others		X	X
Develop a range of vocabulary to describe and help to explain own feelings		X	X
Explore ways to effectively express feelings vocally and physically		X	X
Demonstrate how faces and bodies show different feelings		X	
Name a range of feelings		X	
Describe different feelings identify where we might also feel these in our bodies		X	
Consider that different feelings can be felt more strongly than others		X	
Demonstrate how our faces and bodies show these feelings to other		X	

RSE: Feelings and Attitudes			
Feelings and Impact On Self and Others *	Year Group		
	EYFS	Year One	Year Two
Objective			
Be able to identify facial expressions and body language associated with key feelings		X	
Be able to identify ways of helping self and others to respond proactively to negative feelings.		X	X

RSE: Feelings and Attitudes				
Dealing With Strong Feelings	Year Group			
	Year Three	Year Four	Year Five	Year Six
Objective				
How can I cope with different feelings and mood swings?	X	X	X	X
Use a scale of intensity to help describe different feelings	X	X	X	X
Describe how different feelings are experienced in their bodies	X	X	X	X
Recognise that people can also have lots of different feelings all at once (such as at times of change)	X	X	X	X
Recognise the importance of sharing their feelings	X	X	X	X
Identify some positive ways of doing this	X	X	X	X

Autumn One: Week Four

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	RSE: Feelings and Attitudes Feeling Happy and Sad	RSE: Feelings and Attitudes Coping With Feelings and Changes	RSE: Feelings and Attitudes Dealing With Strong Feelings	RSE: Feelings and Attitudes Dealing With Strong Feelings	RSE: Feelings and Attitudes Dealing With Strong Feelings Changing Feelings	RSE: Feelings and Attitudes Dealing With Strong Feelings Changing Feelings	

RSE: Feeling and Attitudes			
Feeling Happy and Sad *	Year Group		
Objective	EYFS	Year One	Year Two
Be able to name feelings they have, both good and not so good		X	
Explain what makes them feel happy, sad, good and not good		X	
Identify how their body identifies these feelings		X	
Recognise facial expressions and body language that shows these feelings		X	
Identify ways to feel better when not feeling so great.		X	

RSE: Feelings and Attitudes			
Coping With Feelings and Changes *	Year Group		
Objective	EYFS	Year One	Year Two
Be able to identify when people go through change			X
be able to use words to identify these feelings			X
Explain how it feels to care for treasured things			X
Be able to describe how it feels when we lose something special			X
Describe ways of helping others who may be feeling worried or nervous about change or a loss.			X

RSE: Feelings and Attitudes				
Dealing With Strong Feelings	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
How can I cope with different feelings and mood swings?	X	X	X	X
Use a scale of intensity to help describe different feelings	X	X	X	X
Describe how different feelings are experienced in their bodies	X	X	X	X
Recognise that people can also have lots of different feelings all at once (such as at times of change)	X	X	X	X
Recognise the importance of sharing their feelings	X	X	X	X
Identify some positive ways of doing this	X	X	X	X

RSE: Feelings and Attitudes				
Changing Feelings	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Why are my feelings changing as I get older?			X	X
What kind of feelings come with puberty?			X	X
How do I feel about growing and changing?			X	X

Autumn One: Week Five

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	EHWB: Wellbeing Well and Unwell	EHWB: Wellbeing Well and Unwell	EHWB: Wellbeing Health and Wellbeing	EHWB: Wellbeing Health and Wellbeing	EHWB: Wellbeing Sleep and Our Emotional Health	EHWB: Wellbeing Sleep and Our Emotional Health	Assembly on importance of sleep

Emotional Health and Wellbeing: Wellbeing			
Well and Unwell *	Year Group		
Objective	EYFS	Year One	Year Two
Understand what is meant by the terms well and unwell		X	
Know some of the things that affect the way we feel		X	
Know that there are different ways to deal with feeling unwell		X	
Consider how other people feel differently when they feel well or unwell		X	
Identify feelings of well and unwell emotionally and physically		X	X
Describe how our feelings can affect our physical behaviours		X	X
Develop strategies to help self and others when our feelings affect the way we feel physically		X	X
Describe the link between physical health and emotional wellbeing		X	X

Emotional Health and Wellbeing: Wellbeing				
Health and Wellbeing	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Develop an understanding of what can affect health and wellbeing	X	X		
Consider sources of information regarding health and wellbeing	X	X		
Identify ways to develop a positive sense of health and wellbeing, in self and at home, school etc	X	X		
Describe choices that have positive consequences on health and those which may have more negative effect	X	X		
Develop an understanding of what external influences affect their own health and wellbeing.	X	X		
Identify different ways to help maintain good health	X	X		

Emotional Health and Wellbeing: Wellbeing				
Sleep and Our Emotional Health	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Understand the importance of sleep and how it affects the way we feel			X	X
Explore the ways that feelings can be affected by lack of sleep			X	X
Understand feelings associated with sleep and night time that can help or be barriers			X	X
Consider the parts of daily life choices that can impact on sleep			X	X
Consider how the appropriate level of sleep can help us deal with the way we feel			X	X
Understand how other things contribute to our sense of wellbeing including sleep			X	X

Autumn One: Week Six

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	DML: Online Content and Critical thinking Sources of Internet Information	DML: Online Content and Critical thinking Sources of Internet Information	DML: Online Content and Critical Thinking Validity of information	DML: Online Content and Critical Thinking Validity of information	DML: Online Content and Critical Thinking Validity of information	DML: Online Content and Critical Thinking Validity of information	

Digital Media Literacy: Online Content and Critical Thinking			
Sources of Internet Information *	Year Group		
Objective	EYFS	Year One	Year Two
know how to safely access information online		X	X
identify how to access information on the internet on more than one type of device		X	X
"identify different methods of finding information – search engines, voice activation, information sites"			X
know how to use web pages to access information safely			X
"use key terms when describing actions and information – true, real, believe, made up etc"		X	X
begin to understand that not all information online is true and that it can be questioned		X	X

Digital Media Literacy: Online Content and Critical Thinking				
Validity Of Information	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
be able to spot things that may be false online	X	X		
know who I am sharing information with	X	X		
"be able to explain key concepts in order to assess their validity and safety (truth, false, safe, unsafe, sceptical, trusting, question)"	X	X		
consider and understand why information that appears often may not always be factual or true.	X	X		
consider why false or inaccurate information may be posted online			X	X
explain why information that is on a and in the media large number of sites may still be inaccurate or untrue			X	X
describe how some online information can be opinion but appear to be fact and consider why this may happen			X	X
demonstrate ways to find out what is fact before acting upon it – making safe choices	X	X	X	X

Autumn Two: Week One

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	EHWB: Relationships Right / Wrong Friends / Bullying	EHWB: Relationships Right / Wrong Friends / Bullying	EHWB: Relationships Friendships and Bullying	EHWB: Relationships Friendships and Bullying	EHWB: Relationships Friendships and Bullying	EHWB: Relationships Friendships and Bullying	Anti Bullying Assembly

Emotional Health and Wellbeing: Relationships			
Right / Wrong Friends / Bullying *	Year Group		
Objective	EYFS	Year One	Year Two
Know what acts of kindness are, what they feel like and how they affect us and others		X	
Show kindness to self and others		X	X
Know which behaviours are and are not kind and what to do in times of need		X	
Know how someone's behaviour can affect how they feel and how others feel		X	X
Strategies to help manage their own behaviour		X	X
Identify what is meant by bullying and why this is wrong		X	X
Identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words)		X	X
Identify whom they can talk to if they are worried about teasing/bullying		X	X
Describe feelings that people might have if being bullied		X	X

Emotional Health and Wellbeing: Relationships				
Friendships and Bullying	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Identify how this can negatively affect people (e.g. their feelings and aspirations)	X	X	X	X
Evaluate the different ways to resolve disputes and conflict in class, playground and home	X	X	X	X
Describe how people can make and maintain friendship with others	X	X	X	X
Describe what changes when 'joking' or 'playful teasing' becomes hurtful to another	X	X	X	X
Identify why it is important to 'think before we act'	X	X	X	X
Describe how it can feel to agree / disagree with someone	X	X	X	X
Describe how one person's actions can affect another person, or a group of people	X	X	X	X
Explain what to do if they witness bullying/hurtful behaviour/name calling or if someone feels they are being bullied	X	X	X	X
Describe how teasing, bullying and aggression can make someone feel	X	X	X	X

Autumn Two: Week Two

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	PHWS: Hygiene and Protecting Your Health Well, Unwell and the Spread of Germs Keeping Clean	PHWS: Hygiene and Protecting Your Health Well, Unwell and the Spread of Germs Keeping Clean	PHWB: Eating Well and Being Active Healthier Lifestyle Choices	PHWB: Eating Well and Being Active Healthier Lifestyle Choices	PHWB: Drugs, Alcohol and Tobacco Pressure Influence	PHWB: Drugs, Alcohol and Tobacco Pressure Influence

Personal Health and Wellbeing: Hygiene and Protecting Your Health			
Well, Unwell and Spread of Germs *	Year Group		
Objective	EYFS	Year One	Year Two
To understand what is meant by the terms well and unwell		X	
To know some of the things that affect the way I feel		X	
To know that there are different ways to deal with feeling unwell		X	
That other people feel differently to how I feel		X	
Be able to recognise when I feel well or unwell		X	
Be able to make decisions about what to do when I feel unwell		X	
Be able to decide what to do when others feel unwell		X	
To consider who decides you are unwell		X	
identify how infections (such as coughs and colds) can be spread		X	X
"demonstrate simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough)"		X	X

Personal Health and Wellbeing: Hygiene and Protecting Your Health			
Keeping Clean *	Year Group		
Objective	EYFS	Year One	Year Two
To know about basic personal hygiene routines and why these are important			X
describe daily personal hygiene routines			X
understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained			X
recognise how some diseases can be spread and that these can be controlled by personal hygiene practices			X
explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene			X

Personal Health and Wellbeing: Eating Well and Being Active				
Healthier Lifestyles Choices	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
"describe who or what influences people's choices about food choices (e.g. peers, parents/carers, adverts)"	X	X		
recognise what is meant by a 'balanced lifestyle'	X	X		
recognise when they have opportunities to make choices about food and drink	X	X		
describe choices that have positive consequences on health and those which may have more negative effect	X	X		
describe how people can make informed decisions about what to eat or drink and when	X	X		
identify what food should be eaten regularly to maintain good health	X	X		
recognise what makes a balanced diet	X	X		
explain what they need to consider when making these choices, including sugar reduction	X	X		
describe what it means to make an informed choice	X	X		

Personal Health and Wellbeing: Drugs, Alcohol and Tobacco				
Pressure Influence	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
To consider how individuals reach a decision			X	X
Consider other people's feelings and right to make an informed choice			X	X
be able use some strategies to resist unwanted pressure			X	X
To understand What factors that may influence these choices			X	X
Be able to assess the potential risks			X	X

Autumn Two: Week Three

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	RSE: Online Relationships and Media Being Safe In Unfamiliar Situations	RSE: Online Relationships and Media Being Safe In Unfamiliar Situations	RSE: Online Relationships and Media Pressure To Share and Dares	RSE: Online Relationships and Media Pressure To Share and Dares	RSE: Online Relationships and Media Pressure To Share and Dares	RSE: Online Relationships and Media Pressure To Share and Dares	

RSE: Online Relationships and media			
Being safe in unfamiliar situations *	Year Group		
Objective	EYFS	Year One	Year Two
Recognise the need to be safe in unfamiliar place		X	X
Describe places they need to be safe and what they would do in each of them to be safe		X	X
Describe ways to keep safe when online		X	X
identify and use ways of keeping safe when an adult is not overseeing what they do			X
Know how to ask for help and whom to as		X	

RSE: Online Relationships and media				
Pressure To Share and Dares	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Why might people try to persuade others to share something they are uncertain about?	X	X	X	X
How do I recognise that I feel uncertain about doing or sharing something?	X	X	X	X
What can someone do when they feel under pressure to do something?	X	X	X	X
Who can help me?	X	X	X	X

Autumn Two: Week Four

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	RSE: Family and Friendship, Relationships Family: Kindness and Relationships, Love	RSE: Family and Friendship, Relationships Family: Kindness and Relationships, Love	RSE: Family and Friendships Changes In Relationships (When Relationships Go Wrong)	RSE: Family and Friendships Changes In Relationships (When Relationships Go Wrong)	RSE: Family and Friendships Changes In Relationships (When Relationships Go Wrong)	RSE: Family and Friendships Changes In Relationships (When Relationships Go Wrong)	

RSE: Family and Friendship, Relationships			
Family: Kindness and Relationships, Love *		Year Group	
Objective	EYFS	Year One	Year Two
To understand why family members have different needs		X	
To understand that there are different ways of expressing love		X	
Consider why families are all different		X	
Know that different types of family can have common features and functions		X	
Know the people who look after them and their different roles and responsibilities		X	
Understand why families are special for caring and sharing		X	
Value the way their family is special		X	
To know and understand why families are special for caring and sharing		X	
To consider that all families are different		X	
To be able to tell when they feel cared for		X	
To be able to tell when they love or care for someone		X	
To understand that if someone leaves they might still love them		X	
To understand that people have to make hard choices and sometimes		X	X
To know that relationships are a two way thing		X	X
To recognise worth in others and say why someone is special to them		X	X

RSE: Family and Friendship, Relationships				
Changes in Relationships (When Relationships Go Wrong)	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
How do friendships change and what part do I play in that?	X	X		
How do we feel when we fall out with our special people?	X	X		
What strategies can we use to solve problems in our relationships?	X	X		
How do I cope when relationships go wrong?	X	X		
What types of change happens in people's lives?	X	X		
Does change always feel good?	X	X		
What sorts of feelings can change or loss bring?			X	X
What types of loving relationships are there?			X	X
What are the different ways in which people show love?			X	X
What does it mean to get married or have a civil partnership and why might people do this?			X	X
Do people have to get married?			X	X
What age can / do people get married?			X	X
What are the qualities of a loving relationship?			X	X
What do we expect from a healthy relationship?			X	X
What skills does each person in the relationship need?			X	X

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	
	Online Activities	Online Activities	Online Vs Real World	Online Vs Real World	Online Vs Real World	Online Vs Real World	

Digital Media Literacy: Self-Image, Mental Health and Wellbeing

Online Activities *	Year Group		
Objective	EYFS	Year One	Year Two
Understand the different ways we can go 'online'		X	X
Understand what is meant by being online and offline			X
"To know what healthy online behaviours are (time spent online, too long etc)"		X	X
To consider why other people go online		X	X

Digital Media Literacy: Self-Image, Mental Health and Wellbeing

Online Vs Real World	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
know what to do if someone wants information from me	X	X		
know what to do if someone wants to meet me	X	X		
know what others online tell me may be untrue and can begin to spot the signs of this			X	X
understand some people may give me information to manipulate my actions and thinking online			X	X
demonstrate actions that can be taken to keep self safe from others presenting a false picture of themselves	X	X	X	X

Autumn Two: Week Six

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	DML: Self-Image, Mental Health and Wellbeing	
	Identities Online and Offline	Identities Online and Offline	Managing time online	Managing time online	Managing time online	Managing time online	

Digital Media Literacy: Self-Image, Mental Health and Wellbeing			
Identities Online and Offline *	Year Group		
	EYFS	Year One	Year Two
Objective			
Know that we can see ourselves reflected online as well as seeing people who are not the same			X
Understand and celebrate that there are similarities and differences online as well as offline			X
To identify what is positive about self and others			X
to know that people can look different online from how they are offline		X	X
be able to identify ways in which people might make themselves appear different online than how they look offline		X	X
To recognise that some people may pretend to be someone else online and why			X
be able to describe how online posts may impact on how people feel about themselves and others		X	X
"be able to identify feelings associated with this (feel sad, worried, uncomfortable or frightened)"		X	X
to know how to seek help when feelings are impacted by the way others appear online		X	X

Digital Media Literacy: Self-Image, Mental Health and Wellbeing				
Managing Time Online	Year Group			
	Year Three	Year Four	Year Five	Year Six
Objective				
To know the importance of managing time online and identify the potential harms of overuse	X	X	X	X
To consider what type of influences can at times encourage us to spend too much time online	X	X	X	X
Be able to use a range of strategies to manage time online	X	X	X	X
Consider how my online behaviours impact on who I am and how this can be both positive and negative	X	X	X	X

	PHWB: Keeping Safe and Emergencies Helping Us Stay Safe Saying Safe In Emergencies *	PHWB: Keeping Safe and Emergencies Helping Us Stay Safe Saying Safe In Emergencies *	PHWB: Keeping Safe and Emergencies Risk, Hazard and Emergency Safety Rules and Law	PHWB: Keeping Safe and Emergencies Risk, Hazard and Emergency Safety Rules and Law	PHWB: Keeping Safe and Emergencies Risk, Hazard and Emergency Safety Rules and Law	PHWB: Keeping Safe and Emergencies Risk, Hazard and Emergency Safety Rules and Law	
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Personal Health and Wellbeing: Keeping Safe and Emergencies			
Helping Us Stay Safe *	Year Group		
Objective	EYFS	Year One	Year Two
Identify a range of jobs in the community for people who help keep us safe and what it is that they do		X	
know a range of people who can help keep them safe in a wider range of situations		X	
"Identify a range of behaviours and actions that keep ourselves and others safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire)"		X	
identify ways of keeping safe online		X	X
<i>identify how some situations are usage and demonstrate a range of ways they can mitigate these</i>			
be able to identify whom they can ask for help from and identify how this might keep them safe.		X	X

Personal Health and Wellbeing: Keeping Safe and Emergencies			
Staying Safe In Emergencies *	Year Group		
Objective	EYFS	Year One	Year Two
identify ways to respond to needing to ask for help		X	
Know how to access emergency services		X	X
Demonstrate an understating of what happens when you access emergency services and how to manage this		X	X
Know ways of proactively and responsibly seeking help in different situation		X	X
be able to demonstrate basic ways of using first aid for common injuries			

Personal Health and Wellbeing: Keeping Safe and Emergencies				
Risk, Hazard and Emergency	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
"Know ways of proactively and responsibly seeking help in different situations (gaining attentions, calling for help etc)"	X	X		
Demonstrate an understating of and ability to engage in what happens when you access emergency services and how to manage this (including identifying key abilities needed)	X	X		
Demonstrate how to responsibly and effectively engage with using 999 as a source of help.	X	X		
"Identify how behaviours maybe affected by emergencies and demonstrate an ability to react appropriately and effectively in such times. (including phrases, procedures etc)"	X	X		
"demonstrate skills to react appropriately to using key procedures in an emergency ie using the recovery position, basic first aid etc"	X	X	X	X
"Know the meanings of danger , hazard and emergency and apply this to a range of situations."	X	X		
demonstrate an understanding of and ability to take responsible steps to get help when needed.	X	X	X	X

Personal Health and Wellbeing: Keeping Safe and Risks				
Safety Rules and Law	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
give reasons for why rules and laws are made and why they are important	X	X	X	X
identify what might happen if rules and laws are broken	X	X	X	X

Spring One: Week Three

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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	RSE: Being Safe Worries and Asking For Help	RSE: Being Safe Worries and Asking For Help	RSE: Being Safe Early Warning Signs, Saying Yes or No Secrets	RSE: Being Safe Early Warning Signs, Saying Yes or No Secrets	RSE: Being Safe Early Warning Signs, Saying Yes or No Secrets	RSE: Being Safe Early Warning Signs, Saying Yes or No Secrets	
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Relationships and Sex Education: Being Safe			
Worries and Asking for Help *	Year Group		
Objective	EYFS	Year One	Year Two
Recognise and name feelings associated with worry		X	X
know some of the things that can cause different worries		X	X
know where to get help and the people who can help them		X	X
start thinking about who they trust and who they can ask for help		X	X
identify where they can go for help) and how to ask for help in different contexts		X	X
explain why it is very important to tell someone if they are worried about something		X	X
develop strategies to be able to manage worries			X

Relationships and Sex Education: Being Safe				
Early Warning Signs, Saying Yes or No, Secrets	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
How does my body tell me if I feel safe and unsafe?	X	X	X	X
How do I know when to say Yes or No?	X	X	X	X
What are secrets?	X	X		
Do we know other people's secrets?	X	X	X	X
How might someone feel to be asked to keep a secret that worries them?	X	X	X	X
Why is it important to tell an adult when there might be a secret that feels unsafe or worrying?	X	X	X	X

Spring One: Week Four

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	RSE: Family, Friendship, Relationships Friends and Friendship	RSE: Family, Friendship, Relationships Friends and Friendship	RSE: Feelings and Attitudes Changing the Impact of Feelings On Self	RSE: Feelings and Attitudes Changing the Impact of Feelings On Self	RSE: Feelings and Attitudes Changing the Impact of Feelings On Self	RSE: Feelings and Attitudes Changing the Impact of Feelings On Self	
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RSE: Family and Friendship, Relationships			
Friends and Friendship 8*	Year Group		
Objective	EYFS	Year One	Year Two
To begin to feel part of a class group and enjoy it		X	
To appreciate the worth of being different		X	
Understand how to be a friends and that friendships change		X	
Consider the value of being a friend and having friends		X	
Respect others' needs, feelings and opinions		X	X
Think about why bullying is unacceptable		X	X
Know what bullying is and what to do if they experience or see it they have no choice		X	X

RSE: Feelings and Attitudes				
Challenging the Impact Of Feelings On Self	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
How can I say no to someone without hurting their feelings?	X	X	X	X
What should I do if my family and friends don't see things the way I do?	X	X	X	X

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	DML: Online Relationships and Cyberbullying Communicating With Others Online	DML: Online Relationships and Cyberbullying Communicating With Others Online	DML: Online Relationships and Cyberbullying Identities Online and Influence	DML: Online Relationships and Cyberbullying Identities Online and Influence	DML: Online Relationships and Cyberbullying Identities Online and Influence	DML: Online Relationships and Cyberbullying Identities Online and Influence	Internet Safety Week

Digital Media Literacy: Online Relationships and Cyberbullying			
Communicating With Others Online *			Year Group
Objective	EYFS	Year One	Year Two
understand the different places and ways people can communicate online			X
explain some risks of communicating online with others I don't know well			X
explain why I should be careful who I trust online and what information I can trust			X
explain what it means to 'know someone' online and why this might be different from knowing someone in real life			X
explain what is meant by 'trusting someone online' and why this is different from 'liking someone online'			X
assess when you need to take action and explain what to do if you are concerned about an online relationship			X
describe how online technology allows access to and communication with culturally diverse communities beyond our immediate social group			X
"give examples of how to adapt your behaviour to engage positively with those groups taking into account gender, cultural sensitivity, political and religious beliefs etc."			X
assess when the use of technology has become controlling (e.g. using location apps to monitor and manipulate) and explain why this is abuse and know how to get support			X
identify how to behave positivity online			X
describe ways that some people can be unkind online and how this can make others feel		X	
identify behaviours that may be seen as bullying in different online contexts		X	
explain the difference between online bullying and good-natured teasing online		X	
know where/who to go to if mine or others' feelings were negatively affected by someone online		X	X

Digital Media Literacy: Online Relationships and Cyberbullying				
Identities Online and Influence				Year Group
Objective	Year Three	Year Four	Year Five	Year Six
To consider what is unique about me that is part of who I am and how this may be affected by what I put online	X	X	X	X
be able to recognise how I am different and similar to others	X	X		
explore how parts of identity can be seen as positive or negative and recognise ways to have a positive impact on others			X	X
be able explain how what we post online or see can impact negatively on how people feel about ourself and others			X	X
understand how my online identity can be different to my 'real life' identity	X	X		
know that identity online can be presented in many ways including gender	X	X		
consider how the media can shape ideas about gender			X	X
be able to challenge gender representation online and consider how this impacts on our offline identity			X	X
understand a range reasons why people may pretend to be someone else online and how they might go about this	X	X	X	X
know a range of organisations that would provide a safe space for me to talk about how I see myself compared to others			X	X
"be able to identify feelings associated with this (feel sad, worried, uncomfortable or frightened)"	X	X	X	X
to know how to seek help when feelings are impacted by the way others appear online	X	X	X	X

Spring Two: Week One

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	EHWB: Emotional Resilience Managing Feelings	EHWB: Emotional Resilience Managing Feelings	EHWB: Relationships Community and Belonging	EHWB: Relationships Community and Belonging	EHWB: Relationships Pressure and Uncertain Feelings	EHWB: Relationships Pressure and Uncertain Feelings	
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Emotional Health and Wellbeing: Emotional Resilience			
Managing Feelings *	Year Group		
Objective	EYFS	Year One	Year Two
Describe when people might experience different feelings and how this can affect their behaviour		X	
Identify strategies to help manage different feelings, including ones that don't feel as so 'good'		X	
Know that it is important to share feelings with others		X	X
Recognise that both bodies and feelings can be hurt		X	
Be able to identify and discuss how being physically hurt (tripping up, hurting a body part by falling) might make you feel		X	
Describe differences and similarities between being hurt physically and emotionally.		X	X

Emotional Health and Wellbeing: Relationships				
Community and Belonging	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Recognise the positive effects of collaboration and how this makes us feel	X	X		
Recognise that we all belong to different communities as well as our school community	X	X		
Consider why people may 'volunteer' or choose to work for / with the community and what difference this makes to others and how this may affect their feelings of self/ self worth/ self identity	X	X		
Know what 'community' means	X	X		

Emotional Health and Wellbeing: Relationships				
Pressure and Uncertain Feelings	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Consider how the media influences opinions and attitudes and feelings			X	X
Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way doesn't feel right			X	X
Develop strategies to use when feeling pressured to do something that makes them feel uncomfortable or that they believe to be wrong			X	X
Consider how feelings can exist that seek acceptance or approval from peers			X	X
Understand what negative pressure is and the feelings associated with this (ie they may feel risky, dangerous or that feels wrong)			X	X
Understand the impact they can have on the feelings of others and the shared responsibility if someone is put under pressure to do that doesn't feel right to them			X	X

Spring Two: Week Two

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	PHWB: Keeping Safe and Risks Feeling Safe Fair and Unfair / Right and Wrong / Rules	PHWB: Keeping Safe and Risks Feeling Safe Fair and Unfair / Right and Wrong / Rules	PHWB: Keeping Safe and Risks Making Decisions, Taking Risks and Influences	PHWB: Keeping Safe and Risks Making Decisions, Taking Risks and Influences	PHWB: Keeping Safe and Risks Making Decisions, Taking Risks and Influences	PHWB: Keeping Safe and Risks Making Decisions, Taking Risks and Influences	
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Personal Health and Wellbeing: Keeping Safe and Risks			
Feeling Safe *	Year Group		
Objective	EYFS	Year One	Year Two
"recognise choices have consequences, and that these may be good or not so good"		X	
Understand what it means to 'be safe on the outside' and 'feel safe on the inside'		X	
"identify the adults in school, at home and in the wider environment who help keep them safe"		X	
identify ways to express feeling safe or unsafe		X	
"identify ways to help themselves when feeling worried, safe or unsafe"		X	
identify where they can go for help and how to ask for help in different contexts		X	
identify what might happen next if someone asks for help		X	
identify ways to keep themselves safe in different situations		X	
describe the things they do in school or at home to keep themselves and others safe		X	

Personal Health and Wellbeing: Keeping Safe and Risks			
Fair and Unfair / Right and Wrong / Rules *	Year Group		
Objective	EYFS	Year One	Year Two
describe what fair and unfair / right and wrong means		X	
"identify rules for keeping safe in a range of familiar situations, such as crossing the road"		X	
explain how class/group rules help them to learn and make the classroom a safe place		X	X
understand how to make class rules		X	X
Describe the consequences and what can happen when rules are not followed.		X	X

Personal Health and Wellbeing: Keeping Safe and Risks				
Making Decisions, Taking Risks and Influences	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
recognise how the need for peer approval can put pressure on us to do what others say or do and how this can make us feel	X	X	X	X
"suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice"				
identify who they can go to /talk to if they are worried	X	X	X	X
identify potential risk in different familiar situations	X	X		
consider why people give different types of dare and the possible impact of this.			X	X
demonstrate strategies to be able to deal with challenging situations	X	X	X	X
Know how to get help when managing tricky situations.	X	X		
identify how peers' behaviour and other sources can influence their own behaviour	X	X	X	X
"recognise that risk can depend on who is there, where it is and what it is"	X	X		
identify where they can get help if they feel a situation is risky or dangerous	X	X	X	X
"give examples of what is meant by risk, danger and hazard"	X	X		
identify persuasive language that might be used if someone is daring someone else to do something	X	X	X	X
demonstrate strategies to manage dares	X	X	X	X
explain what a 'dare' is and consider how they may make us feel	X	X	X	X
"demonstrate strategies to use when feeling under pressure to do something, that makes them feel uncomfortable or that they believe to be wrong"	X	X	X	X
describe or demonstrate how to manage risk safely (e.g. crossing the road)	X	X		
explain how people can be prepared for danger and how to keep safe in different places	X	X		

Spring Two: Week Three

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	RSE: Being Safe Body Privacy and Saying Yes or No (PANTS Rule)	RSE: Being Safe Body Privacy and Saying Yes or No (PANTS Rule)	RSE: Being Safe Body Privacy Body Safety and FGM Physical Contact and Appropriate Touch	RSE: Being Safe Body Privacy Body Safety and FGM Physical Contact and Appropriate Touch	RSE: Being Safe Body Privacy Body Safety and FGM Physical Contact and Appropriate Touch	RSE: Being Safe Body Privacy Body Safety and FGM Physical Contact and Appropriate Touch	
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RSE: Being Safe			
Body Privacy and Saying Yes or No (PANTS Rule) *	Year Group		
Objective	EYFS	Year One	Year Two
To know that what's in your pants is private		X	X
To understand the private parts of our body		X	X
know when to keep a secret and when to tell		X	X
identify when people might want (or need) to keep something private		X	X
know that they have rights over their bodies			X
be able to name body parts and know which parts should be private		X	X
recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to)		X	X
know the difference between appropriate and inappropriate touch		X	X
identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)		X	
understand that they have the right to say "no" to unwanted touch		X	X
To be able to recognise safe and unsafe situations		X	X
To be able to recognise the physical signs of feeling unsafe		X	X
To know some basic rules for keeping themselves safe		X	X
Say 'no' when subject to pressure when something feels wrong		X	X

RSE: Being Safe				
Body Privacy	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Who chooses what I do with my body	X	X	X	X
Who can I talk to if I feel worried or if something feels wrong	X	X	X	X
What do we mean by private and privacy	X	X	X	X

RSE: Being Safe				
Body Safety and FGM	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
What types of physical contact is acceptable / unacceptable in different situations	X	X	X	X
How can people communicate about touch	X	X	X	X

RSE: Being Safe				
Physical Contact and Appropriate Touch	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
How does our body/mind warn us when someone gets too close?	X	X	X	X
What should we someone do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?	X	X	X	X
What is the age of consent?	X	X	X	X

Spring Two: Week Four

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	RSE: Being Safe Body Privacy and Saying Yes or No (PANTS Rule)	RSE: Being Safe Body Privacy and Saying Yes or No (PANTS Rule)	EMWB: Transition Learning and Achievement	EMWB: Transition Learning and Achievement	EMWB: Transition Learning and Achievement	EMWB: Transition Learning and Achievement	
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RSE: Being Safe			
Body Privacy and Saying Yes or No (PANTS Rule) *	Year Group		
Objective	EYFS	Year One	Year Two
To know that what's in your pants is private		X	X
To understand the private parts of our body		X	X
know when to keep a secret and when to tell		X	X
identify when people might want (or need) to keep something private		X	X
know that they have rights over their bodies			X
be able to name body parts and know which parts should be private		X	X
recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to)		X	X
know the difference between appropriate and inappropriate touch		X	X
identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)		X	
understand that they have the right to say "no" to unwanted touch		X	X
To be able to recognise safe and unsafe situations		X	X
To be able to recognise the physical signs of feeling unsafe		X	X
To know some basic rules for keeping themselves safe		X	X
Say 'no' when subject to pressure when something feels wrong		X	X

Emotional Health and Wellbeing: Transition				
Learning and Achievement	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Understand the importance of first impressions	X	X	X	X
Know when and how people, including myself, learn best.	X	X	X	X
Identify areas I may need support in	X	X	X	X
Be able to identify some of the good things about self that my classmates like and value	X	X	X	X
Identify and demonstrate ways to show in my group feel valued and welcome	X	X	X	X
Identify and celebrate achievements and strengths that can be taken into new contexts	X	X	X	X
Identify personal strengths	X	X	X	X
Know how to make the best of opportunities presented to them	X	X	X	X

Spring Two: Week Five

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	EHWB: Emotional Resilience Secrets and Privacy DML: Staying Safe Online Privacy and Private Information	EHWB: Emotional Resilience Secrets and Privacy DML: Staying Safe Online Privacy and Private Information	DML: Online Relationships and Cyberbullying Knowing People Online	DML: Online Relationships and Cyberbullying Knowing People Online	DML: Online Relationships and Cyberbullying Knowing People Online	DML: Online Relationships and Cyberbullying Knowing People Online	
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Emotional Health and Wellbeing: Emotional Resilience			
Secrets and Privacy *	Year Group		
Objective	EYFS	Year One	Year Two
Give examples of surprises that are nice to keep secret (until everyone finds out about them)		X	
Explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt		X	X
Explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried		X	X
Explain what a secret is and what it means to keep a secret		X	X
Explain what a surprise is and what it means to surprise someone		X	

Digital Media Literacy: Staying Safe Online			
Privacy and Private Information *	Year Group		
Objective	EYFS	Year One	Year Two
identify what information is personal		X	X
know about privacy settings and how to apply them			X
consider what information should not be shared online		X	X
know how to keep the information on my device safe			X
"describe more detailed examples of information that is personal to an individual and know when it may not be appropriate to post this online (e.g. address, names, school etc)"		X	X
demonstrate strategies for keeping my information private		X	X
know rules for home and school about keeping personal information safe		X	X
know what passwords are and use them effectively in different contexts			X
consider why it is appropriate and safe to ask a trusted adult if unsure about sharing personal information online		X	X

Digital Media Literacy: Online Relationships and Cyberbullying				
Knowing People Online	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
use the internet with adult support to communicate with people I know	X			
understand the ways in which you can check that someone is who they say they are	X	X	X	X
form positive relationships online	X	X	X	X
"explain why it is important to be considerate, kind and respectful to people online"	X	X	X	X
identify the range of online platforms available and what you can do on them	X	X	X	X
describe strategies for safe and fun experiences in a range of online social environments	X	X	X	X
know how to spot potentially negative relationships online	X	X	X	X
understand ways to use your online community for positive means		X	X	X
give examples of how to make positive contributions to online debates and discussions			X	X
"give examples where positive contributions have effected change in an online community (e.g. Gamergate, gaming communities, social media)"			X	X
explain how and why people who you communicate with online may try to influence others negatively e.g. grooming; radicalisation; coercion			X	X
explain strategies to assessing degree of trust you place in people/ organisations online			X	X
describe the initial signs of potentially problematic situations eg grooming, cyberbullying			X	X
"describe the laws that govern online behaviour and how they inform what is acceptable or legal (e.g. sexting (and related terminology), trolling, harassment, stalking)"			X	X
describe actions I could take if I or someone else experiences or is targeted by illegal online behaviour			X	X

Spring Two: Week Six

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	RSE: Online Relationships and Media Private and Privacy	RSE: Online Relationships and Media Private and Privacy	DML: Staying Safe Online Online / Security / Sharing Information	DML: Staying Safe Online Online / Security / Sharing Information	DML: Staying Safe Online Online / Security / Sharing Information	DML: Staying Safe Online Online / Security / Sharing Information	

RSE: Online Relationships and media			
Private and Privacy *	Year Group		
Objective	EYFS	Year One	Year Two
Be able to explain what is meant by 'private', 'privacy' and 'keeping something private'		X	X
Identify why and when some things need to be kept private and why (passwords etc)		X	X
Recognise why we need to respect others privacy			X
Recognise the feelings of being unsure or hurt about something that has been shared when it was private.			X
Know who to ask for help.		X	X

Digital Media Literacy: Staying Safe Online				
Online Security / Sharing Information	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
be able to demonstrate what makes a strong password			X	
know how passwords should be managed			X	
know how to keep information safe online	X	X	X	X
know how to manage privacy settings and safety features			X	X
know how to manage my online security and privacy			X	X
"be able to use online tools such as flagging, reporting and blocking to mitigate the risk"	X	X	X	X
be able to identify how to keep information private	X	X	X	X
"demonstrate an understanding of how apps work and use information that we enter into them e.g. contact, images, voice notes etc)"			X	X
consider how we keep information safe when using apps			X	X

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	EHWB: Sense of Self Uniqueness, Similarities and Difference	EHWB: Sense of Self Uniqueness, Similarities and Difference	EHWB: Sense of Self Image and Representation	EHWB: Sense of Self Image and Representation	EHWB: Sense of Self Self Esteem Image and Representation	EHWB: Sense of Self Self Esteem Image and Representation	

Emotional Health and Wellbeing: Sense of Self			
Uniqueness, Similarities, Difference *		Year Group	
Objective	EYFS	Year One	Year Two
Understand being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world		X	X
Identify and understand uniqueness in self and others including appearance, qualities, strengths and what they like or dislike.		X	X
Recognise that this means every single person is special and valuable just as they are		X	X
Identify things they think are unique or special about themselves for help in different contexts		X	X
Consider the ways in which we are the same as others		X	X
Recognise some different kinds of stereotypes (such as gender stereotypes)			X
Understand the importance of similarities and difference		X	X
Consider how feeling the same as others may help us		X	X
Consider how we can celebrate difference		X	X

Emotional Health and Wellbeing: Sense of Self				
Image and Representation		Year Group		
Objective	Year Three	Year Four	Year Five	Year Six
Consider what is appropriate and not appropriate when coping with negative impacts on self esteem			X	X
Recognise what they are good at from what others tell them	X	X		
Be proud of who they are and understand that difference does not mean better or worse	X	X		
Understand that self-image affects self-confidence			X	X
Understand that their self-image may be different from the way others see them			X	X
Consider how image and identity may differ			X	X
Know how to seek help, advice and guidance	X	X	X	X
Recognise ways in which their own choices and behaviour affect others	X	X		
Consider a range of strategies to cope when self esteem is affected by others	X	X	X	X
Understand how we can develop a positive sense of self esteem	X	X	X	X
Demonstrate ways to take care of own self esteem and that of others			X	X
Consider the role that appearance plays in self-esteem			X	X
Express positive qualities about themselves	X	X	X	X
Consider having realistic aspirations when setting personal targets			X	X

Emotional Health and Wellbeing: Sense Of Self				
Self Esteem		Year Group		
Objective	Year Three	Year Four	Year Five	Year Six
Recognise that images in the media can be digitally enhanced or manipulated			X	X
Identify why individuals, reporters and manufacturers might choose to alter images before presenting e.g. to put across a particular view point			X	X
Identify how this might influence their viewpoint or actions			X	X
Know how images in the media can distort reality and understand that this can affect how people feel about themselves			X	X
Recognise how this might make someone feel about themselves or their own life			X	X
Consider how images may be changed to build up a point of view or create an opinion of others.			X	X
Identify how an image can influence someone's view about a place or product			X	X
Recognise that images in the media can be changed, altered or adapted			X	X

Summer One: Week Two

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	RSE: Identity Boys, Girls and Stereotypes	RSE: Identity Boys, Girls and Stereotypes	RSE: Identify Gender Expectations	RSE: Identify Gender Expectations	RSE: Identify Gender Expectations	RSE: Identify Gender Expectations	
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RSE: Identity Boys, Girls and Stereotypes *			
Objective	Year Group		
	EYFS	Year One	Year Two
To recall the physical differences between boys and girls		X	
To be able to recognise and challenge stereotypes		X	X
To understand how gender can be stereotyped			X
To understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that			X

RSE: Identity Gender Expectations				
Objective	Year Group			
	Year Three	Year Four	Year Five	Year Six
What does it mean to be me?	X	X	X	X
Are there expectations about how boys and girls behave and who decides these?	X	X	X	X

Summer One: Week Three

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	RSE: Identity Similarities and Differences	RSE: Identity Similarities and Differences	RSE: Identity Media Influences: Masculinity and Femininity	RSE: Identity Media Influences: Masculinity and Femininity	RSE: Identity Media Influences: Masculinity and Femininity	RSE: Identity Media Influences: Masculinity and Femininity	
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RSE: Identity			
Similarities and Differences *	Year Group		
Objective	EYFS	Year One	Year Two
To appreciate the worth of being different		X	X
To be able to identify what they do and don't like doing		X	
Consider the difference between boys and girls and what a stereotype is		X	X
Know that there are similarities and difference between people, gender, appearance, abilities, families, cultural background etc		X	X
Know that people have things in common but that every individual is unique		X	X
Be proud of who they are and accept that everyone is an individual		X	X
Respect other's needs, feelings and opinion		X	X
identify similarities between themselves and others		X	X
describe basic differences and similarities between class members		X	X
recognise that everyone is equal		X	X

RSE: Identity				
Media Influences: Masculinity and Femininity	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Are there expectations about how girls and boys behave?	X	X	X	X
How does the media influence individual opinions and beliefs?	X	X	X	X
What is masculinity and femininity?	X	X	X	X

Summer One: Week Four

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	RSE: Identity Similarities and Differences	RSE: Identity Similarities and Differences	PHWB: Healthier Lifestyle Choices Habits and Choices	PHWB: Healthier Lifestyle Choices Habits and Choices	PHWB: Healthier Lifestyle Choices Habits and Choices	PHWB: Healthier Lifestyle Choices Habits and Choices	
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RSE: Identity			
Similarities and Differences *	Year Group		
Objective	EYFS	Year One	Year Two
To appreciate the worth of being different		X	X
To be able to identify what they do and don't like doing		X	
Consider the difference between boys and girls and what a stereotype is		X	X
Know that there are similarities and difference between people, gender, appearance, abilities, families, cultural background etc		X	X
Know that people have things in common but that every individual is unique		X	X
Be proud of who they are and accept that everyone is an individual		X	X
Respect other's needs, feelings and opinion		X	X
identify similarities between themselves and others		X	X
describe basic differences and similarities between class members		X	X
recognise that everyone is equal		X	X

Personal Health and Wellbeing: Eating Well and Being Active				
Habits and Choices	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
identify habits that help us and habits that do not and some examples of healthy habits			X	X
recognise that there is help for people who want to change or stop habits (e.g. stop smoking support)			X	X
explain how a habit is sometimes the reason why people make unhealthier choices			X	X
give reasons why habits can be hard to change			X	X
identify what a habit is			X	X
"identify that a habit might be something someone does occasionally, often or all the time"			X	X

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	PHWB: Drugs, Alcohol and Tobacco Looking After Our Bodies Safely	PHWB: Drugs, Alcohol and Tobacco Medicines and Safety	PHWB: Drugs, Alcohol and Tobacco Everyday substances including caffeine	PHWB: Drugs, Alcohol and Tobacco Everyday substances including caffeine	PHWB: Drugs, Alcohol and Tobacco Drugs and Usage Everyday substances including caffeine Tobacco and Smoking	PHWB: Drugs, Alcohol and Tobacco Drugs and Usage Everyday substances including caffeine Tobacco and Smoking	

Personal Health and Wellbeing: Drugs, Alcohol and Tobacco			
Looking After Our Bodies Safely *	Year Group		
Objective	EYFS	Year One	Year Two
identify what goes on to and into people's bodies and how this can make people feel		X	
recognise that household products (including medicines) can be harmful if not used correctly		X	
describe ways of keeping safe around household products (including medicines)		X	
identify people we can trust to tell us to put things onto and into our bodies		X	
be able to identify hazards to ensure health and safety at home		X	
Know the rules for keeping safe in school		X	
Understand why safety rules are necessary		X	
Be able to recognise 'safe' feelings in themselves		X	
Recognise who can help them to keep safe		X	
Know school safety rules for using things safely		X	
Recognise that actions have consequences for themselves and others		X	

Personal Health and Wellbeing: Drugs, Alcohol and Tobacco			
Medicines and Safety *	Year Group		
Objective	EYFS	Year One	Year Two
Know what medicines are			X
understand how medicines help some people to maintain health			X
Be able to recognise different types of medicine			X
Consider the impact of taking medicines to maintain health on people's lives			X
Know the safety rules for using medicine			X
Know where people get medicines from			X
Recognise 'safe' people to take medicines from			X
know the possible consequences of incorrectly using medicine			X
Recognise risks and use appropriate strategies to keep themselves safe			X
know what is meant by the word 'drug'			
know that drugs change the way the body and mind works			
Be able to recognise benefits of medicines			
Understand that some people rely on drugs to maintain a 'normal' life			
understand that drugs can be used in a positive way to improve health			
Understand that medicines are drugs but not all drugs are medicines			
Consider the health benefits of medicines			
Know that some people's choices are limited by illness			
Know that people take medicines for different reasons			
Understand some of the reasons why people use medicines			
Consider the impact of having to take medicines on someone's life			
To consider that medicines alter the way you feel			
That medicines are not always needed			
be able to ask questions about their choices and those of others			
Be able to make an informed choice			
Understand that there are alternative choices to taking medicines			X
Consider why other people have an influence on our choices			

Summer Two: Week Five continued

Personal Health and Wellbeing: Drugs, Alcohol and Tobacco				
Everyday Substances Including Caffeine	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Recognise that actions have consequences for themselves and others	X	X	X	X
Understand how to identify hazards to health	X	X	X	X
Know that drugs alter the way you feel				X
Recognise what they like and dislike	X	X	X	X
Ask questions about their choices and those of others	X	X	X	X
know what's important to them in making choices				X
be able to make judgements about what they put into their body				X
Know that some everyday drinks contain caffeine that can alter the way your body works				X
Know that some everyday substances contain drugs				X

Personal Health and Wellbeing: Drugs, Alcohol and Tobacco				
Drugs and Usage	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
To know that medicines are drugs but not all drugs are medicines			X	X
To consider some of the benefits and associated risks of taking illegal drugs				X
To know that some substances/drugs are illegal				X
To consider the impact of medicines on the lives of some people			X	X
To know that some people take drugs for non-medicinal purposes				X

Personal Health and Wellbeing: Drugs, Alcohol and Tobacco				
Tobacco and Smoking	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Know that there are rules and laws about smoking			X	X
Know what is meant by passive smoking			X	X
Know where smoking is allowed and not allowed in the community			X	X
know where smokers can get help to stop smoking			X	X
Know that everyone has a choice whether or not to smoke			X	X
To know the effects of tobacco and smoking and how these relate to their personal health			X	X
Understand why smokers may need help to stop			X	X
Consider people feel about smoking in public places			X	X
To know how people smoking can affect others			X	X
To know the risks associated with smoking			X	X
Consider their own attitudes towards issues about smoking			X	X

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	DML: Online Reputation Risks of Sharing Online	DML: Online Reputation Risks of Sharing Online	DML: Online Relationships and Cyberbullying Cyberbullying and Negative Behaviours	DML: Online Relationships and Cyberbullying Cyberbullying and Negative Behaviours	DML: Online Relationships and Cyberbullying Cyberbullying and Negative Behaviours	DML: Online Relationships and Cyberbullying Cyberbullying and Negative Behaviours	

Digital Media Literacy: Online Reputation			
Risks of Sharing Online *	Year Group		
Objective	EYFS	Year One	Year Two
understand the risks of putting or sharing information on the internet		X	X
explain the importance of my online reputation (especially to my future career) and describe ways of managing this		X	X
know what happens to my information online and how it could be used for harm		X	X
describe how to effectively challenge content that influences my reputation negatively		X	X

Digital Media Literacy: Online Relationships and Cyberbullying				
Cyberbullying and Negative Behaviours	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
define what cyberbullying is	X	X	X	X
identify some online technologies where cyberbullying might take place	X	X	X	X
"describe a range of different types of cyberbullying behaviours and assess when these are occurring (e.g. homophobic, racist, gender, exclusion)"	X	X	X	X
recognise cyberbullying can be different to bullying in the physical world and describe some of those differences	X	X	X	X
describe how to behave online in ways that do not upset others	X	X	X	X
identify the different roles people can play in cyberbullying	X	X	X	X
Identify cyberbullying in a range of contexts and work with others online to challenge those behaviours to prevent them recurring	X	X	X	X
identify the impacts of cyberbullying and know where to go to get help	X	X	X	X
give examples of effective strategies which might help myself or others	X	X	X	X
identify and demonstrate actions to support others who are experiencing difficulties online	X	X	X	X

Summer Two: Week One

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	EHWB: Relationships Belonging and Responsibilities	EHWB: Transition Coping With Loss and Changing Situations	EHWB: Emotional Resilience Changes (including puberty)	EHWB: Emotional Resilience Changes (including puberty)	EHWB: Emotional Resilience Changes (including puberty) Saying Goodbye and Moving On	EHWB: Emotional Resilience Changes (including puberty) Saying Goodbye and Moving On	
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Emotional Health and Wellbeing: Relationships			
Belonging and Responsibilities *	Year Group		
	EYFS	Year One	Year Two
Objective			
Identify the range of groups they belong to (friends, class, year group, faith) and what is special about them.		X	
Explain their own and others roles within the groups		X	
Describe how it feels to be a member of a group and what they do		X	
Describe how it feels when everyone works together-		X	
Explain how it feels when we do not feel that we are part of a group		X	
Understand what role we have to play in making others feel part of a group		X	
Know who can help us when we don't feel that we belong to a group.		X	

Emotional Health and Wellbeing: Transition			
Coping With Loss and Changing Situations *	Year Group		
	EYFS	Year One	Year Two
Objective			
Be able to name some of the emotions that may be felt in situations involving loss of special possessions			X
Know how it feels to do or start something new, and have some ways to cope with these feelings			X
Develop strategies for coping with difficult or confusing emotions			X
Know that change is a normal part of life - sometimes we can plan for it and sometimes we can't			X
Identify changes that they or other children might experience in their lives			X
Name some emotions they or others might feel at particular times of change			X
Suggest strategies they might use to cope with times of change, including approaching others for help			X
Know that change can be positive and something to look forward to			X

Emotional Health and Wellbeing: Emotional Resilience				
Changes (Including Puberty)	Year Group			
	Year Three	Year Four	Year Five	Year Six
Objective				
Identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)	X	X	X	X
Learn about the kinds of change that happen in life and feelings associated with this	X	X	X	X
Recognising that change is a natural part of life	X	X		
Identify where to ask for advice or support at times of change	X	X	X	X
Describe times that involve change and transition	X	X		
Describe ways that people can explore and express feelings at times of change	X	X		
Recognise that change might bring a variety of feelings	X	X		
Identify where to ask for advice or support at times of change	X	X	X	X
Identify the importance of treasuring and sharing memories	X	X		
Identify when someone might need help with their feelings and who to talk to	X	X	X	X

Emotional Health and Wellbeing: Transition				
Saying Goodbye and Moving On	Year Group			
	Year Three	Year Four	Year Five	Year Six
Objective				
Describe how starting in a new school feels and why			X	X
Have strategies to deal with new beginnings			X	X
Identify and describe how people might feel / behave when they go to a new school			X	X
Reflect positively on leaving a school and consider how this may help with feelings of change and loss.			X	X
Be able to identify and describe feelings associated with leaving a school and how this might affect the way we behave			X	X
Know that many children have mixed feelings about going to secondary school			X	X
Know that when during a move to a new/ secondary school many things in our lives will stay the same			X	X

Summer Two: Week Two

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	PHWB: Eating Well and Being Active Being Healthy and Activity	PHWB: Eating Well and Being Active Being Healthy and Activity	PHWB: Keeping Safe and Emergencies Responsibility To Be Safe	PHWB: Keeping Safe and Emergencies Responsibility To Be Safe	PHWB: Eating Well and Being Active Influence on Exercise and Consequence of Choice	PHWB: Eating Well and Being Active Influence on Exercise and Consequence of Choice

Personal Health and Wellbeing: Eating Well and Being Active			
Being Healthy and Activity *	Year Group		
Objective	EYFS	Year One	Year Two
"Know about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)"		X	
describe what being healthy means		X	
"recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth"		X	
"identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth"		X	
describe different ways in which they can help keep themselves healthy		X	
Consider the impact of not making healthy choices		X	

Personal Health and Wellbeing: Keeping Safe and Emergencies				
Responsibility To Be Safe	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
recognise they are not yet solely responsible for this and that adults they know well and trust are responsible	X	X		
identify and demonstrate a range of ways of asking for help in a range of situations in both the real and virtual world.–	X	X		
"identify the rules people play in school, home and communities to help to keep themselves (or others) safe"	X	X		
consider the impact in self and others if these are not followed.	X	X		
identify and show an understanding of the school rules about health and safety	X	X		
identify and show an ability to access appropriate people to tell or talk with about their concerns	X	X		
Show an understanding of personal responsibility for keeping safe and how this changes and develops with age	X	X		

Personal Health and Wellbeing: Eating Well and Being Active				
Influence on Exercise and Consequences of Choice	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
identify what can influence people's choices about their health			X	X
Know how to manage and challenge these			X	X
describe the potential short and long term consequences that people's choices can have on maintaining good health			X	X
Understand how role models and media images impact on the choices we make			X	X
explain how people might approach making an informed decision in relation to health and wellbeing			X	X
"explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional"			X	X
describe the influence of media advertising / celebrity culture on health and lifestyle choices			X	X
Consider the impact of influences from peers about the choices we make in food			X	X
Understand the way food labelling and advertising works			X	X

Summer Two: Week Three

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
	PHWB: Eating Well and Being Active Food Practice and Choice	PHWB: Eating Well and Being Active Food Practice and Choice	PHWB: Hygiene and Protecting Your Health Cleanliness, Germs and Immunisation	PHWB: Hygiene and Protecting Your Health Cleanliness, Germs and Immunisation	PHWB: Hygiene and Protecting Your Health Sleep and Health	PHWB: Hygiene and Protecting Your Health Sleep and Health	

Personal Health and Wellbeing: Eating Well and Being Active			
Food Practice and Choice *	Year Group		
Objective	EYFS	Year One	Year Two
recognise that they have choices about what they eat and drink		X	X
recognise food which need to be eaten to keep them healthy and which ones need to be eaten in moderation		X	X
recognise how food choices affect our bodies and mind		X	X

Personal Health and Wellbeing: Hygiene and Protecting Your Health				
Cleanliness, Germs and Immunisation	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
explain the importance of this in relation to preventing the spread of infection	X	X		
describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs	X	X		
describe personal hygiene routines that help keep good health and wellbeing	X	X		
describe a range of household (or school) routines that keep good hygiene	X	X		
explain how bacteria and viruses can be passed on from one person to another	X	X		

Personal Health and Wellbeing: Hygiene and Protecting Your Health				
Sleep and Health	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
"explain the importance of sleep for wellbeing and brain function, particularly during adolescence;"			X	X
describe the impact of screen and phone use late at night;			X	X
"name reliable sources of help and support, including local health services;"			X	X
describe the link between mental wellbeing and physical health;			X	X
explain that some lifestyle choices carry risk;			X	X
explain how to assess the worth and reliability of health information and advice.			X	X
explore a range of strategies for ensuring appropriate sleep patterns and practices			X	X

Summer Two: Week Four

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	RSE: Identity Changes In Growth	RSE: Identity Changes In Growth	RSE: Online Relationships and Media Personal Boundaries and the Right To Privacy	RSE: Online Relationships and Media Personal Boundaries and the Right To Privacy	RSE: Identity Body Changes and Puberty	RSE: Identity Body Changes and Puberty	
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RSE: Identity			
Changes in growth *	Year Group		
Objective	EYFS	Year One	Year Two
To know the stages of a human life cycle including birth		X	X
To understand that all babies, human and animal, have mothers and fathers		X	X
Know how they have grown and changed since they were a baby and know that they will go on growing and changing as they become adults.		X	X
To be able to name the main external parts of the body		X	X

RSE: Online Relationships and media				
Personal Boundaries and the Right To Privacy	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
What do people like to share together?	X	X		
What do we need or want to keep private?	X	X		
How can we explain that we want something to remain private?	X	X		
How might it feel if something private is shared?	X	X		
How do we keep things private?	X	X		
When might we need to break this?	X	X		

RSE: Identity				
Body Changes and Puberty	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
How has my body changed since I was a baby?			X	X
What happens to people's bodies when they grow up?			X	X
What do we need to know about these changes and who can we talk to?			X	X
What are the physical and emotional changes in puberty?			X	X
Is puberty the same for everyone?			X	X

Summer Two: Week Five

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	RSE: Family and Friendship, Relationships Special People	RSE: Family and Friendship, Relationships Special People	RSE: Family and Friendship, Relationship Types of Relationship (Love and Commitment)	RSE: Family and Friendship, Relationship Types of Relationship (Love and Commitment)	RSE: Identity Relationships and Conception	RSE: Identity Relationships and Conception	
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RSE: Family and Friendship, Relationships			
Special People *	Year Group		
Objective	EYFS	Year One	Year Two
To know the people who are important to them		X	
Be able to identify special people in their lives		X	
To describe what makes them special		X	
describe ways people care for each other		X	
suggest some ways they can help special people to care for them		X	
To be able to tell when they feel cared for		X	

RSE: Family and Friendship, Relationships				
Types Of Relationship (Love and Commitment)	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
What relationships do I have?	X	X		
Who might be included in someone's network of special people?	X	X		
How do people show they value and care for each other?	X	X		
What differences are there in different relationships?	X	X		

RSE: Family and Friendship, Relationships				
Relationships and Conception	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
Why or when might a couple decide to have a baby?			X	X
What roles and responsibilities to parents have?			X	X
How does the sperm and egg meet during sexual intercourse?			X	X
What are the correct names for the reproductive organs?			X	X

Summer Two: Week Six

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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	DML: Online Reputation Digital Footprints	DML: Online Reputation Digital Footprints	DML: Online Reputation Online Profiles and Age Appropriateness	DML: Online Reputation Online Profiles and Age Appropriateness	DML: Online Reputation Online Profiles and Age Appropriateness Legal Use of Information	DML: Online Reputation Online Profiles and Age Appropriateness Legal Use of Information	
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Digital Media Literacy: Online Reputation			
Digital Footprints *	Year Group		
Objective	EYFS	Year One	Year Two
understand that the information I put online leaves a digital footprint		X	X
"understand that my digital footprint can be big or small, helpful or hurtful, depending on I manage it"		X	X
"describe what is appropriate to say and do in different online settings/ platforms (e.g. opinions, values, information, shares, 'likes', 'forwards')"		X	X
know that I need to be careful before I share anything about myself or others online		X	X
know who I should ask if I am not sure if I should put something online		X	X

Digital Media Literacy: Online Reputation				
Online Profiles and Age Appropriateness	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
have a good awareness of my own online profile – who can see what and how this can be manipulated	X	X	X	X
recognise that information can stay online and could be copied	X	X	X	X
"explain ways that some of the information about me online could have been created, copied or shared by others"	X	X	X	X
describe what information I should not put online without asking a trusted adult first	X	X	X	X
describe how others can find out information about me by looking online	X	X	X	X
"explain how what I write online can affect my school, family or social group, or future opportunities"	X	X	X	X
"know what the recommended age limits are for different social media sites, apps and games"	X	X	X	X
know how to use reporting tools and features such as blocking other users	X	X	X	X
explain strategies to manage and protect my digital footprint			X	X
understand how my digital footprint can impact on my future			X	X
build an online presence using a range of technologies that provide a positive representation of who I am			X	X

Digital Media Literacy: Staying Safe Online				
Legal Use of Information	Year Group			
Objective	Year Three	Year Four	Year Five	Year Six
identify online content and ideas ownership			X	X
know of the rules around using someone else's work or ideas			X	X

Per Year group/ termly 2022-23 (links with **Life to the Full)***

(See below this for vocabulary grid)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>EHWB: Sense of Self Being Good At Things and Achievement</p> <p>EHWB: Emotional Resilience Recognising Feelings</p> <p>EHWB: Emotional Resilience Recognising Feelings</p> <p>RSE: Feelings and Attitudes Feeling Happy and Sad</p> <p>EHWB: Wellbeing</p> <p>Well and Unwell</p> <p>DML: Online Content and Critical thinking</p> <p>Sources of Internet Information</p>	<p>EHWB: Relationships Right / Wrong Friends / Bullying</p> <p>PHWB: Hygiene and Protecting Your Health Well, Unwell and the Spread of Germs Keeping Clean</p> <p>RSE: Online Relationships and Media</p> <p>Being Safe In Unfamiliar Situations</p> <p>RSE: Family and Friendship, Relationships</p> <p>Family: Kindness and Relationships, Love</p> <p>DML: Self-Image, Mental Health and Wellbeing</p> <p>Online Activities DML: Self-Image, Mental Health and Wellbeing</p> <p>Identities Online and Offline</p>	<p>EHWB: Transition Changing Behaviours</p> <p>PHWB: Keeping Safe and Emergencies</p> <p>Helping Us Stay Safe Saying Safe In Emergencies *</p> <p>RSE: Being Safe Worries and Asking For Help</p> <p>RSE: Family, Friendship, Relationships</p> <p>Friends and Friendship</p> <p>DML: Online Relationships and Cyberbullying</p> <p>Communicating With Others Online</p> <p>DML: Online Relationships and Cyberbullying</p> <p>Communicating With Others Online</p>	<p>EHWB: Emotional Resilience</p> <p>Managing Feelings PHWB: Keeping Safe and Risks Feeling Safe</p> <p>Fair and Unfair / Right and Wrong / Rules</p> <p>RSE: Being Safe Body Privacy and Saying Yes or No (PANTS Rule)</p> <p>DML: Staying Safe Online</p> <p>Privacy and Private Information RSE: Online Relationships and Media</p> <p>Private and Privacy</p>	<p>EHWB: Sense of Self Uniqueness, Similarities and Difference</p> <p>RSE: Identity Boys, Girls and Stereotypes</p> <p>RSE: Identity Similarities and Differences</p> <p>RSE: Identity Similarities and Differences</p> <p>PHWB: Drugs, Alcohol and Tobacco Looking After Our Bodies Safely</p> <p>DML: Online Reputation Risks of Sharing Online</p>	<p>EHWB: Relationships Belonging and Responsibilities</p> <p>PHWB: Eating Well and Being Active</p> <p>Being Healthy and Activity</p> <p>PHWB: Eating Well and Being Active Food Practice and Choice</p> <p>RSE: Identity Changes In Growth</p> <p>RSE: Family and Friendship, Relationships</p> <p>Special People</p> <p>DML: Online Reputation Digital Footprints</p>
2	<p>Stereotypes</p> <p>Recognising feelings</p> <p>Coping with change</p> <p>Being well and unwell</p> <p>Emotional well being</p>	<p>Right/Wrong and bullying</p> <p>Spread of germs and being safe</p> <p>Being safe in unfamiliar places</p> <p>Kindness and relationships</p> <p>Online activities and identities</p> <p>Life to the full;</p> <p>Girls and boys</p>	<p>Worries and asking for help</p> <p>Friends and friendship</p> <p>Communicating with others online</p> <p>Special people</p> <p>Life to the full;</p> <p>Treat others well and say sorry</p> <p>Can you help me?</p> <p>Feeling inside out</p>	<p>Managing feelings</p> <p>Feeling safe</p> <p>Fair and unfair</p> <p>Privacy; Body privacy</p> <p>Being safe</p> <p>Secrets</p> <p>Life to the full;</p> <p>Physical contact</p> <p>Harmful substances</p> <p>Special people</p>	<p>Staying safe in emergencies</p> <p>Similarities and differences</p> <p>Stereotypes</p> <p>Medicines and safety</p> <p>Sharing online</p> <p>Life to the full</p> <p>Good secrets and bad secrets</p>	<p>Coping with loss and change</p> <p>Being healthy and active</p> <p>Food practice and good choice</p> <p>Changes in growth</p> <p>Special people</p> <p>Digital footprint</p> <p>Life to the full;</p>

		Clean and healthy	The cycle of life			Communities we live in Who is my neighbour?
3	RSHE Cross over with Life to the Full	Achievements and goals, Feelings and Emotions, Dealing with strong feelings, the impact of feelings on self, validity of information Life to the full: What am I feeling?	Friendships and bullying, pressures to share, changes in relationships, healthier lifestyle choices. Community and Belonging (RE link) Life to the full: We don't have to be the same Respecting our bodies	Risk, hazard and emergency, early warning sign, no secrets. Managing time online, online vs real world. Identities online and influence, cyber bullying and negative behaviours, online profiles and age appropriateness. Life to the full: Sharing online/Chatting online I am thankful	Making decisions and taking risks, body privacy, physical contact and FGM, appropriate touch, personal boundaries and the right to privacy. Online security and sharing information. Life to the full: Safe in my body Jesus my friend Family, friends and others	Habits and choices, everyday substances including caffeine. Gender expectations, media influences: masculinity and femininity Life to the full: First Aid Heroes
4	Sense of self, feelings and attitudes, Achievements and goals, resilience, Strong feelings, health and well being	Bullying, eating well and keeping active, Online relationships, pressure, lifestyle choices, self image, when relationships go wrong, managing time online	Understanding change, keeping safe in emergencies, early warning signs, no secrets, impact of feelings on self, cyber bullying, online identities	Relationships, community and belonging, making decisions, taking risks, body privacy,, appropriate touch, transition, sharing information online	Image and representation, gender expectations, media influence, drugs/alcohol/tobacco, negative behaviors.	Puberty, responsibility to be safe, your health and sleep, personal boundaries, right to privacy, types of relationships, age of appropriateness

<p>5</p>	<p>Online Safety - Cyberbullying and Sharing Things Online Module 2 unit 3 sessions 1-2) revisit when looking at online safety throughout the year</p> <p>Our Gifts and Talents</p> <p>Trusted Adults</p>	<p>Relationships, Friendships and Bullying – One Kind Word Theme</p> <p>Self-Image, Mental Health and Wellbeing</p> <p>Managing time online</p> <p>Hygiene and Protecting Your Health</p> <p>Sleep and Health</p> <p>(fit in with RE: God calling you, cross over with Come and See, Module 2 unit 1) RE links</p>	<p>Emotional Health and Well-being</p> <p>Internet Safety Day</p> <p>Me, My Body, My Health (module 1 unit 2) (all four sessions)</p> <p>Life Cycles</p> <p>Module 3 unit 2 Reaching Out- link to RE mission RE links</p>	<p>Being Safe and Body Privacy (module 1 unit 3, sessions 1-2)</p> <p>(Module 2 unit 2 all sessions)</p> <p>Appropriate Touch</p> <p>Online Relationships and Image and Representation</p> <p>Identity and Gender Expectations</p> <p>Media Influences: Masculinity and Femininity</p>	<p>Sense of Self Self Esteem</p> <p>Drugs, Alcohol and Tobacco Pressure Influence Everyday substances including caffeine</p> <p>Keeping Safe and Emergencies Risk, Hazard and Emergency</p> <p>Validity of Information found Online</p> <p>Making Babies- Module 1 unit 4 session 1)</p>	<p>Transition - Learning and Achievement</p> <p>Saying Goodbye and Moving On</p> <p>Eating Well and Being Active Healthier Lifestyle</p> <p>Habits and Choices</p>
<p>6</p>	<p>Week 1: Module 1, Unit 1- Calming the Storm</p> <p>Week 2: Module 1, Unit 2, Gifts and Talents</p> <p>Week 3: Module 1, Unit 2, Girls' Bodies</p> <p>Week 4: Module 1, Unit 2, Boys' Bodies</p> <p>Week 5: Module 1, Unit 2, Spots and Sleep</p> <p>Week 6: Module 1, Unit 3, Body Image</p>	<p>NB. Week 2 residential</p> <p>Week 3: Module 1 Unit 3.</p> <p>Anti-Bullying Week</p> <p>EHWB: Relationships</p> <p>Friendships and Bullying /Peculiar Feelings</p> <p>Week 4: Module 1 Unit 3- Emotional Change</p> <p>Module 2, unit 1- Is God calling you? R.E COVER</p> <p>E4S</p> <p>Week 5: PHWB: Drugs, Alcohol and Tobacco</p>	<p>Week 1: Module 1, unit 4- Making babies part 1 and 2</p> <p>Week 2: Module 1, unit 4- Menstruation</p> <p>Week 3: Module 2, unit 2- Do you want piece of cake?</p> <p>Self-talk</p> <p>EHWB: Relationships</p> <p>Pressure and Uncertain Feelings</p> <p>Week 4: Keeping Safe and Emergencies</p>	<p>Week 1: Module 2, Unit 3- Sharing isn't always caring</p> <p>DML: Online Relationships and Cyberbullying</p> <p>Identities Online and Influence (Internet Safety week)</p> <p>Week 2: Module 2, Unit 3- Types of abuse Physical Contact and Appropriate Touch</p> <p>Week 3: Module 2, Unit 3- Impacted Lifestyles</p> <p>Drugs, Alcohol and Tobacco</p>	<p>Week 1</p> <p>EHWB: Sense of Self Self Esteem</p> <p>Image and Representation</p> <p>Week 2</p> <p>RSE: Identify</p> <p>Gender Expectations</p> <p>Week 3</p> <p>RSE: Identity</p> <p>Media Influences: Masculinity and Femininity</p> <p>Week 4</p>	<p>Week 1: Module 3, unit 2- Reaching out (LINK WITH ENGLISH)</p> <p>Week 2</p> <p>EHWB: Emotional Resilience Changes (including puberty)</p> <p>Saying Goodbye and Moving On</p> <p>Week 2</p> <p>PHWB: Eating Well and Being Active</p> <p>Influence on Exercise and</p>

		<p>Pressure Influence</p> <p>Week 6: Online Vs Real World</p> <p>DML: Self-Image, Mental Health and Wellbeing</p> <p>(COMPUTING SESSION)</p> <p>RSE: Family and Friendships</p> <p>Changes In Relationships (When Relationships Go Wrong)</p> <p>Week 3</p> <p>Module 2, unit 2</p> <p>RSE: Online Relationships and Media</p> <p>Pressure To Share and Dares</p>	<p>Risk, Hazard and Emergency</p> <p>Week 5</p> <p>Being Safe</p> <p>Early Warning Signs, Saying Yes or No Secrets</p> <p>Week 6</p> <p>RSE: Feelings and Attitudes</p> <p>Changing the Impact of Feelings On Self</p> <p>Managing time online</p> <p>DML: Online Relationships and Cyberbullying</p> <p>Identities Online and Influence</p>	<p>Week 4:</p> <p>Module 2, Unit 3- Making good choices</p> <p>Drugs and Usage</p> <p>Everyday substances including caffeine</p> <p>Tobacco and Smoking</p> <p>Week 5</p> <p>PHWB: Keeping Safe and Risks</p> <p>Making Decisions, Taking Risks and Influences</p> <p>Week 6</p> <p>RSE: Being Safe</p> <p>Body Privacy</p> <p>Body Safety and FGM</p> <p>EMWB: Transition</p> <p>Learning and Achievement</p> <p>DML: Online Relationships and Cyberbullying</p>	<p>PHWB: Healthier Lifestyle Choices</p> <p>Habits and Choices</p> <p>Week 5</p> <p>PHWB: Drugs and Usage</p> <p>Everyday substances including caffeine</p> <p>Tobacco and Smoking</p> <p>Week 6</p> <p>DML: Online Relationships and Cyberbullying</p> <p>Cyberbullying and Negative Behaviours</p>	<p>Consequence of Choice</p> <p>Week 4</p> <p>PHWB: Hygiene and Protecting Your Health</p> <p>Sleep and Health</p> <p>Week 5</p> <p>RSE: Identity</p> <p>Body Changes and Puberty</p> <p>RSE: Identity</p> <p>Relationships and Conception</p> <p>Week 6</p> <p>DML: Online Reputation</p> <p>Online Profiles and Age Appropriateness</p> <p>Legal Use of Information</p>
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