



Dot Com Digital and the RSE Framework 2026

The following document maps out how the Dot Com Digital Programme fulfils the requirements of the RSE Framework 2026. There is a whole school overview, followed by a breakdown of the coverage according to each year group.

Dot Com Digital offers a comprehensive coverage of the RSE framework. It is, however, important to note that some objectives will also be met through other curriculum subjects. For example, many of the objectives within **Online Safety and Awareness** and **Wellbeing Online** will also be covered as part of Online Safety learning in the Computing Curriculum. Moreover, many of the objectives within **Physical Health and Fitness** will overlap with those in the PE Curriculum, and many **Healthy Eating** and **Health Protection and Prevention** objectives will also be taught in Science lessons.

Through Dot Com Digital, children will be given the knowledge and empowerment to make their own decisions regarding their wellbeing, health and relationships. In line with the RSE Framework, they will develop learning skills and awareness to help keep themselves and others safe, whilst building a secure safety network around them.

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Whole School Overview

Relationships Education (Primary)

Families and People Who Care For Me

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
That families are important for children growing up safe and happy because they can provide love, security and stability.	17	23	20, 22 24	18		5, 27
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	17	23	20, 24	18		5, 27
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	17, 20	1, 23	22			27
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	17, 20	1, 23	22, 24	2, 18		5, 27
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		23, 28				27
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	9	10, 11, 23	20, 24	8		2, 9, 21, 27, 28

Caring Friendships

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
How important friendships are in making us feel happy and secure, and how people choose and make friends.	2, 7	10, 21	2, 4	6, 15	3, 5, 6, 12, 20, 23, 31	4, 5, 21, 26
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	2, 21	21		15, 28	3, 5, 6, 12, 20, 31	4, 26
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	2			15		
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	2	10, 12, 21, 24	4, 18	15	3, 6	4, 5, 26
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	21	24		15	3, 13	
How to manage conflict, and that resorting to violence is never right.	21	24		15	3,13	18

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	8, 9, 10	11	16, 20	6, 15	3, 5, 6, 7, 9, 12, 23, 25, 26, 31	4, 21, 23, 25
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Respectful, Kind Relationships

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.			18, 22		7	
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	23		26	6, 15, 16	7, 25, 26, 33	6, 9
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	8		16	15	3, 5, 7, 23	21, 23, 25
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.					35	
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2, 7, 9, 11, 12, 16, 20, 23	4, 12, 13, 21, 24	2, 4, 5, 20	1, 3, 10, 28	1, 4, 9, 10, 11, 31	1, 3, 6, 26, 33, 34

Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	7	21, 24	5	10, 22, 28	1, 4, 10, 11	1, 26, 27, 34
The conventions of courtesy and manners.	13, 21	12		10, 28		1
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	3, 4, 7, 11	1, 2, 3, 4, 12, 25	2, 3, 4, 7, 20	1, 2, 3, 5, 8, 22, 26		2
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.				14, 27	9, 10, 11	33, 34
What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.			5	28	9, 10 31	3, 26, 34
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	9, 17	7, 9, 10, 11	1, 15, 16, 20	6, 11	8, 17, 20, 26, 30, 33	2, 7, 14, 17, 18. 27, 28

Online Safety and Awareness

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.			19, 25		22	33, 34
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.				27	22	34
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				16		22, 32
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.		27	19		32	22, 32

Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.					22, 32	22, 32
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	14	15, 27	19	16, 27	22	22

Being Safe

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	13, 21		26	6, 15, 16	7, 25, 26, 33	6, 9
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		8	18	12, 15, 16	23	21, 23
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.			27		33	2, 9
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.		9	9, 20	6	8, 25, 26	7, 17, 23, 32
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	8, 9, 10	11	16, 20	6, 15	3, 5, 6, 7, 9, 12, 23, 25, 26, 31	4, 21, 23, 25
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	9	7, 11	1, 9, 15, 16, 20	6, 7, 12, 14	8, 17, 26	7, 21, 23, 28, 34
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	9	7, 9, 10, 11	1, 15, 16, 20, 24	6, 7, 11, 25	8, 17, 18, 26	2, 7, 14, 17, 27, 28

Physical Health and Wellbeing (Primary)

General Wellbeing

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.		16	12	8, 14, 19	19	29
The importance of promoting general wellbeing and physical health.	15	16	12	14, 19	19	29
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	6, 7, 8, 15	5, 6, 7	7, 8, 17	8, 9, 14	12, 13, 17, 20, 31	29
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	6, 7, 8, 9, 10	5, 6, 7, 11	7, 8, 17	8, 9, 14	12, 13, 17, 20, 31	29, 33, 34
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	7, 8, 10	7	7, 18, 17	8, 9, 14	12, 13, 17, 20, 31	29, 33, 34
That isolation and loneliness can affect children, and the benefits of seeking support.	15			9	12, 17, 20	26, 29
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.				27	9, 10, 11	33, 34

That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.				9	17, 18	
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	9, 10, 14, 15, 17	7, 10, 11, 15	1, 9, 14, 15, 16, 20	6, 7, 27	12, 13, 17, 22	28, 29
That it is common to experience mental health problems, and early support can help.					20	29

Wellbeing Online

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	14	15			22	
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.						35
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		15				
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.			19		22	33, 34
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.				16	36	
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				30		

How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.				27		22, 32
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.				27	22	34
How to understand the information they find online, including from search engines, and know how information is selected and targeted.				27		22, 32
That they have rights in relation to sharing personal data, privacy and consent.				31		
Where and how to report concerns and get support with issues online.	9, 14	15	19	16, 27	22	22, 34

Physical Health and Fitness

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
The characteristics and mental and physical benefits of an active lifestyle.		16	12	19		
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.		16	12	19		

The risks associated with an inactive lifestyle, including obesity.			12	19		
How and when to seek support including which adults to speak to in school if they are worried about their health.	9	11	11, 12, 15, 16	19	21	28, 29, 30

Healthy Eating

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
What constitutes a healthy diet (including understanding calories and other nutritional content).		17				8
Understanding the importance of a healthy relationship with food.		17				8
The principles of planning and preparing a range of healthy meals.		17				8
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		17, 18				12

Drugs, Alcohol, Tobacco and Vaping

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				21		10, 12, 13

Health Protection and Prevention

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.					21	
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				20		
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			13			
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.		18				
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.			11	19		
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.						30

Personal Safety

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	19	20	21	20, 21		11, 15, 16
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	22	22, 29	21, 23	29		19

Basic First Aid

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.					30	16
Concepts of basic first aid, for example dealing with common injuries, including head injuries.					30	

Changing Adolescent Body

Pupils should know:	Ages 5 – 6 Session no.	Ages 6 – 7 Session no.	Ages 7 – 8 Session no.	Ages 8 – 9 Session no.	Ages 9 – 10 Session no.	Ages 10 – 11 Session no.
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.					28	
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.			27		33	
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.					29	

Ages 5-6

Relationships Education (Primary)

Families and People Who Care For Me

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That families are important for children growing up safe and happy because they can provide love, security and stability.	17	My Friends and Family	To understand what 'family' means and why adults in a family are important for keeping children safe.	- The children will be able to understand what the word 'family' means. - The children will understand that not all families are the same. - The children will understand that families are meant to keep children safe.
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	17	My Friends and Family	To understand what 'family' means and why adults in a family are important for keeping children safe.	- The children will be able to understand what the word 'family' means. - The children will understand that not all families are the same. - The children will understand that families are meant to keep children safe.
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	17	My Friends and Family	To understand what 'family' means and why adults in a family are important for keeping children safe.	- The children will be able to understand what the word 'family' means. - The children will understand that not all families are the same. - The children will understand that families are meant to keep children safe.
	20	My Friends and Family	To show understanding and respect for other families that may look different to our own.	- The children can explain who is in their own family. - The children can identify words to describe their family. - The children can explain how and why they should respect other people's families and their differences.
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	17	My Friends and Family	To understand what 'family' means and why adults in a family are important for keeping children safe.	- The children will be able to understand what the word 'family' means. - The children will understand that not all families are the same.

				The children will understand that families are meant to keep children safe.
	20	My Friends and Family	To show understanding and respect for other families that may look different to our own.	- The children can explain who is in their own family. - The children can identify words to describe their family. - The children can explain how and why they should respect other people's families and their differences.
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to recall what it means to feel safe. - The children will be able to identify people on their 'helping hand network' who they could talk with/turn to for help when feeling unsafe.

Caring Friendships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How important friendships are in making us feel happy and secure, and how people choose and make friends.	2	My Friends & Family	To be able to think about why you are special and why friends are important.	- Children will be able to talk about what makes them special. - Children will be able to say who their friends are and why they value them.
	7	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about feelings and identify warning signs.	- Children will be able to describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs). - Children will understand the possible effects and consequences of their chosen behaviour.

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	2	My Friends & Family	To be able to think about why you are special and why friends are important.	- Children will be able to talk about what makes them special. - Children will be able to say who their friends are and why they value them.
	21	My Friends & Family	To understand the importance of sharing.	- The children will be able to understand why they should share with others. - The children will be able to understand how it will make the other person feel when they don't share. - The children will be able to explain how to show empathy when they do not choose to share.
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	2	My Friends & Family	To be able to think about why you are special and why friends are important.	- Children will be able to talk about what makes them special. - Children will be able to say who their friends are and why they value them.
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	2	My Friends & Family	To be able to think about why you are special and why friends are important.	- Children will be able to talk about what makes them special. - Children will be able to say who their friends are and why they value them.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	21	My Friends & Family	To understand the importance of sharing.	- The children will be able to understand why they should share with others. - The children will be able to understand how it will make the other person feel when they don't share. - The children will be able to explain how to show empathy when they do not choose to share.
How to manage conflict, and that resorting to violence is never right.	21	My Friends & Family	To understand the importance of sharing.	- The children will be able to understand why they should share with others. - The children will be able to understand how it will make the other person feel when they don't share.

				The children will be able to explain how to show empathy when they do not choose to share.
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	8	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about our own feelings and what it means to be safe.	- The children will be able to recognise different feelings. - The children will consider what it means to feel safe and where they might feel safe.
	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to recall what it means to feel safe. - The children will be able to identify people on their 'helping hand network' who they could talk with/turn to for help when feeling unsafe.
	10	Feeling Safe and My 'Uh-Oh' Signs	To further secure understanding of 'Uh-Oh' signs and recognise the changes to the body when feeling unsafe.	- The children will know what is meant by their Uh-Oh signs. - The children will be able to list some of the changes that happen to the body when they feel unsafe.

Respectful, Kind Relationships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.				

The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	23	Making Safe Decisions (Consent)	To begin to understand what is meant by the term consent. To understand that in various situations permission should be sought and given.	- The children will understand what is meant by consent. - The children will understand when they should ask other people for permission. - The children will understand when their permission should be gained. - The children will appreciate the need to treat each other with respect. - The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling uncomfortable or unsafe in a situation.
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	8	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about our own feelings and what it means to feel safe.	- The children will be able to recognise different feelings. - The children will consider what it means to feel safe and where they might feel safe.
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.				
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2	My Friends & Family	To be able to think about why you are special and why friends are important.	- Children will be able to talk about what makes them special. - Children will be able to say who their friends are and why they value them.
	7	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about feelings and identify warning signs.	- Children will be able to describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs). - Children will understand the possible effects and consequences of their chosen behaviour.
	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to recall what it means to feel safe. - The children will be able to identify people on their 'helping hand network' who they

				could talk with/turn to for help when feeling unsafe.
	11	Our Difference & Similarities	To compare how we are similar and different to each other.	- The children will know what their main interests are. - The children will be able to listen to their peers' interest. - The children will be able to compare their similarities and differences with their peers.
	12	Faith & Religion	To know what things are special to us.	- The children will know things that are special to them. - The children will be able to explain why things are special to them.
	20	My Friends & Family	To show understanding and respect for other families that may look different to our own.	- The children can explain who is in their own family. - The children can identify words to describe their family. - The children can explain how and why they should respect other people's families and their differences.
	23	Making Safe Decisions (Consent)	To begin to understand what is meant by the term consent. To understand that in various situations permission should be sought and given.	- The children will understand what is meant by consent. - The children will understand when they should ask other people for permission. - The children will understand when their permission should be gained. - The children will appreciate the need to treat each other with respect. - The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling uncomfortable or unsafe in a situation.
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	7	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about feelings and identify warning signs.	Children will be able to describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs).

				Children will understand the possible effects and consequences of their chosen behaviour.
The conventions of courtesy and manners.	13	Money & Possessions	To know that there are things that are ours and things that we share.	- The children will identify things that belong to themselves. - The children will be able to identify things that they are willing to share. - The children will be able to identify things that they do not want to share and keep them to themselves.
	21	My Friend & Family	To understand the importance of sharing.	- The children will be able to understand why they should share with others. - The children will be able to understand how it will make the other person feel when they don't share. - The children will be able to explain how to show empathy when they do not choose to share.
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	3	About Me and Why I am Special	To be able to know that there is always something that makes us special.	- The children will be able to think about their own special qualities. - The children will be able to think about what they like and value about themselves.
	4	Feeling Proud of Myself	To think about the things in life that we can do ourselves.	- The children will be able to say what they can do for themselves. - The children will feel proud about what they are learning to do.
	7	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about feelings and identify warning signs.	- Children will be able to describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs). - Children will understand the possible effects and consequences of their chosen behaviour.
	11	Our Difference & Similarities	To compare how we are similar and different to each other.	- The children will know what their main interests are. - The children will be able to listen to their peers' interest.

				The children will be able to compare their similarities and differences with their peers.
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.				
What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.				
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to recall what it means to feel safe. - The children will be able to identify people on their 'helping hand network' who they could talk with/turn to for help when feeling unsafe.
	17	My Friends & Family	To understand what 'family' means and why adults in a family are important for keeping children safe.	- The children will be able to understand what the word 'family' means. - The children will understand that not all families are the same. - The children will understand that families are meant to keep children safe.

Online Safety and Awareness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.				

How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.				
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.				
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.				
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	14	The Internet & Social Media	To understand how the Internet is useful to everyday life and how to report anything that worries us while we are using it.	- The children will be able to list how the Internet is useful to different people. - The children will be able to say what they should do if something online worries them.

Being Safe

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
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What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	13	Money & Possessions	To know that there are things that are ours and things that we share.	- The children will identify things that belong to themselves. - The children will be able to identify things that they are willing to share. - The children will be able to identify things that they do not want to share and keep them to themselves.
	21	My Friends & Family	To understand the importance of sharing.	- The children will be able to understand why they should share with others. - The children will be able to understand how it will make the other person feel when they don't share. - The children will be able to explain how to show empathy when they do not choose to share.
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.				
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.				
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.				
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	8			
	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to talk about the emergency services and their role in keeping us safe. - The children will be able to identify the people on their 'network' who they could

				talk with/turn to for help when feeling unsafe.
	10	Feeling Safe and My 'Uh-Oh' Signs	To further secure understanding of Uh-Oh signs and recognise the changes to the body when feeling unsafe.	- The children will know what is meant by their Uh-Oh signs. - The children will be able to list some of the changes that happen to the body when they feel unsafe.
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to talk about the emergency services and their role in keeping us safe. - The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling unsafe.
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to talk about the emergency services and their role in keeping us safe. - The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling unsafe.

Physical Health and Mental Wellbeing (Primary)

General Wellbeing

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.				•
The importance of promoting general wellbeing and physical health.	15	My Health	To understand that mental wellbeing is a normal part of daily life in the same way as physical health.	- The children will understand that it is important to look after their minds as well as their bodies. - The children can talk about different things that help them to feel happy and well.
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	6	Feeling Safe and My 'Uh-Oh' Signs	To identify different feelings and understand that feelings can change.	- Children will be able to talk about times when they experience a range of feelings. - Children will be able to share how they manage their feelings.
	7	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about feelings and identify warning signs.	- Children will be able to describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs). - Children will understand the possible effects and consequences of their chosen behaviour.
	8	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about our own feelings and what it means to be safe.	- The children will be able to recognise different feelings. - The children will consider what it means to feel safe and where they might feel safe.

	15	My Health	To understand that mental wellbeing is a normal part of daily life in the same way as physical health.	- The children will understand that it is important look after their minds as well as their bodies. - The children can talk about different things that help them to feel happy and well.
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	6	Feeling Safe and My 'Uh-Oh' Signs	To identify different feelings and understand that feelings can change.	- Children will be able to talk about times when they experience a range of feelings. - Children will be able to share how they manage their feelings.
	7	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about feelings and identify warning signs.	- Children will be able to describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs). - Children will understand the possible effects and consequences of their chosen behaviour.
	8	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about our own feelings and what it means to be safe.	- The children will be able to recognise different feelings. - The children will consider what it means to feel safe and where they might feel safe.
	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to talk about the emergency services and their role in keeping us safe. - The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling unsafe.
	10	Feeling Safe and My 'Uh-Oh' Signs	To further secure understanding of Uh-Oh signs and recognise the changes to the body when feeling unsafe.	- The children will know what is meant by their Uh-Oh signs. - The children will be able to list some of the changes that happen to the body when they feel unsafe.
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	7	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about feelings and identify warning signs.	- Children will be able to describe physical feelings and early warning signs (what Dot calls 'Uh-Oh' signs). - Children will understand the possible effects and consequences of their chosen behaviour.

	8	Feeling Safe and My 'Uh-Oh' Signs	To be able to talk about our own feelings and what it means to be safe.	- The children will be able to recognise different feelings. - The children will consider what it means to feel safe and where they might feel safe.
	10	Feeling Safe and My 'Uh-Oh' Signs	To further secure understanding of Uh-Oh signs and recognise the changes to the body when feeling unsafe.	- The children will know what is meant by their Uh-Oh signs. - The children will be able to list some of the changes that happen to the body when they feel unsafe.
That isolation and loneliness can affect children, and the benefits of seeking support.	15	My Health	To understand that mental wellbeing is a normal part of daily life in the same way as physical health.	- The children will understand that it is important look after their minds as well as their bodies. - The children can talk about different things that help them to feel happy and well.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.				
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.				
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to talk about the emergency services and their role in keeping us safe. - The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling unsafe.
	10	Feeling Safe and My 'Uh-Oh' Signs	To further secure understanding of Uh-Oh signs and recognise the changes to the body when feeling unsafe.	- The children will know what is meant by their Uh-Oh signs. - The children will be able to list some of the changes that happen to the body when they feel unsafe.
	14	The Internet & Social Media	To understand how the Internet is useful to everyday life and how to report	The children will be able to list how the Internet is useful to different people.

			anything that worries us while we are using it.	The children will be able to say what they should do if something online worries them.
	15	My Health	To understand that mental wellbeing is a normal part of daily life in the same way as physical health.	- The children will understand that it is important to look after their minds as well as their bodies. - The children can talk about different things that help them to feel happy and well.
	17	My Friends & Family	To understand what 'family' means and why adults in a family are important for keeping children safe.	- The children will be able to understand what the word 'family' means. - The children will understand that not all families are the same. - The children will understand that families are meant to keep children safe.
That it is common to experience mental health problems, and early support can help.				

Wellbeing Online

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	14	The Internet & Social Media	To understand how the Internet is useful to everyday life and how to report anything that worries us while we are using it.	- The children will be able to list how the Internet is useful to different people. - The children will be able to say what they should do if something online worries them.
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				

The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.				
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.				
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.				
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.				
How to understand the information they find online, including from search engines, and know how information is selected and targeted.				
That they have rights in relation to sharing personal data, privacy and consent.				

Where and how to report concerns and get support with issues online.	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to talk about the emergency services and their role in keeping us safe. - The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling unsafe.
	14	The Internet & Social Media	To understand how the Internet is useful to everyday life and how to report anything that worries us while we are using it.	- The children will be able to list how the Internet is useful to different people. - The children will be able to say what they should do if something online worries them.

Physical Health and Fitness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The characteristics and mental and physical benefits of an active lifestyle.				
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.				
The risks associated with an inactive lifestyle, including obesity.				
How and when to seek support including which adults to speak to in school if they are worried about their health.	9	My Helping Hand Network	To understand who can help keep us safe.	- The children will be able to talk about the emergency services and their role in keeping us safe. - The children will be able to identify the people on their 'network' who they could talk with/turn to for help when feeling unsafe.

Healthy Eating

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What constitutes a healthy diet (including understanding calories and other nutritional content).				
Understanding the importance of a healthy relationship with food.				
The principles of planning and preparing a range of healthy meals.				
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				

Drugs, Alcohol, Tobacco and Vaping

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				

Health Protection and Prevention

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.				
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.				
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.				
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.				

Personal Safety

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	19	Risks in My Home	To identify risks in our own home.	The children will be able explain why they feel safe at home.

				- The children will be able to identify risks in their own home. - The children will be able to explain how to manage a risk and prevent accidents in their home.
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	22	Safety on the Roads and Streets	To understand how to stay safe when walking in the streets and crossing the road.	- The children will be able to understand the importance of staying with an adult and holding their hand when walking in the street and crossing the road. - The children will be able to identify different types of clothes that will help keep them safe when walking in the street and crossing the road. - The children will be able to identify how to use their senses to help them cross the road. - The children will learn a simple sequence to help them cross the road safely: think, stop, look, listen.

Basic First Aid

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				
Concepts of basic first aid, for example dealing with common injuries, including head injuries.				

Changing Adolescent Body

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.				
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.				
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				

Ages 6-7

Relationships Education (Primary)

Families and People Who Care For Me

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That families are important for children growing up safe and happy because they can provide love, security and stability.	23	My Friends & Family	To think about families, who they are and why they are special.	- The children will be able to understand what the word 'family' means. - The children will be able to identify who makes up a family. - The children will understand that not all families are the same. - The children will be able to discuss what makes families special.
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	23	My Friends & Family	To think about families, who they are and why they are special.	- The children will be able to understand what the word 'family' means. - The children will be able to identify who makes up a family. - The children will understand that not all families are the same. - The children will be able to discuss what makes families special.
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	1	About Me and Why I Am Special	To revisit some of the characters the children will get to know as part of the Dot Com programme.	- Children will be able to recognise Rory, Jasmine & Dot. - Children will be able to talk about the personal attributes of the characters and also of themselves.
	23	My Friends & Family	To think about families, who they are and why they are special.	- The children will be able to understand what the word 'family' means. - The children will be able to identify who makes up a family. - The children will understand that not all families are the same. - The children will be able to discuss what makes families special.

That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	1	About Me and Why I Am Special	To revisit some of the characters the children will get to know as part of the Dot Com programme.	- Children will be able to recognise Rory, Jasmine & Dot. - Children will be able to talk about the personal attributes of the characters and also of themselves.
	23	My Friends & Family	To think about families, who they are and why they are special.	- The children will be able to understand what the word 'family' means. - The children will be able to identify who makes up a family. - The children will understand that not all families are the same. - The children will be able to discuss what makes families special.
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	23	My Friends & Family	To think about families, who they are and why they are special.	- The children will be able to understand what the word 'family' means. - The children will be able to identify who makes up a family. - The children will understand that not all families are the same. - The children will be able to discuss what makes families special.
	28	My Friends & Family (Commitment)	To understand the meaning of commitment and that two adults may choose to show their loving commitment to each other by getting married.	- The children will understand the meaning of a 'commitment'. - The children will recognise what they might wish to commit to. - The children will know that marriage is a formal and legally recognised lifelong commitment.
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	10	Feeling Safe and My 'Uh-Oh' Signs	To think about who you feel safe with and who can help you.	- The children will understand that some people are better than others at being able to help them. - The children will have written and drawn the names of four people who could help them.

	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.
	23	My Friends & Family	To think about families, who they are and why they are special.	- The children will be able to understand what the word 'family' means. - The children will be able to identify who makes up a family. - The children will understand that not all families are the same. - The children will be able to discuss what makes families special.

Caring Friendships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How important friendships are in making us feel happy and secure, and how people choose and make friends.	10	Feeling Safe and My 'Uh-Oh' Signs	To think about who you feel safe with and who can help you.	- The children will understand that some people are better than others at being able to help them. - The children will have written and drawn the names of four people who could help them.
	21	Making Safe Decisions	To know how to support a friend when others are unkind.	- The children will be able to identify the features of a good friend. - The children will recognise kind and unkind behaviours. - The children will have strategies to support their friends when others are unkind.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	21	Making Safe Decisions	To know how to support a friend when others are unkind.	- The children will be able to identify the features of a good friend. - The children will recognise kind and unkind behaviours. - The children will have strategies to support their friends when others are unkind.

That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.				
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	10	Feeling Safe and My 'Uh-Oh' Signs	To think about who you feel safe with and who can help you.	- The children will understand that some people are better than others at being able to help them. - The children will have written and drawn the names of four people who could help them.
	12	Differences & Similarities	To understand that being different is good.	- The children will understand how they are different to others. - The children will feel confident to be themselves.
	21	Making Safe Decisions	To know how to support a friend when others are unkind.	- The children will be able to identify the features of a good friend. - The children will recognise kind and unkind behaviours. - The children will have strategies to support their friends when others are unkind.
	24	Rights & Responsibilities	To understand the rights and responsibilities of all children.	- The children will be able to understand the rights that they have. - The children will be able to understand the responsibilities that they have. - The children will understand that these rights and responsibilities apply to all children.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	24	Rights & Responsibilities	To understand the rights and responsibilities of all children.	- The children will be able to understand the rights that they have. - The children will be able to understand the responsibilities that they have. - The children will understand that these rights and responsibilities apply to all children.

How to manage conflict, and that resorting to violence is never right.	24	Rights & Responsibilities	To understand the rights and responsibilities of all children.	- The children will be able to understand the rights that they have. - The children will be able to understand the responsibilities that they have. - The children will understand that these rights and responsibilities apply to all children.
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.

Respectful, Kind Relationships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.				
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.				
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.				
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.				

That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	4	My Dreams	To think about the things we like and the things we dislike.	- The children will be able to talk about their dreams and aspirations. - The children will be able to identify their likes and dislikes and relate this to their dreams and aspirations.
	12	Differences & Similarities	To understand that being different is good.	- The children will understand how they are different to others. - The children will feel confident to be themselves.
	13	Faith & Religion	To identify the similarities and differences in a range of celebrations.	- The children will know events that they celebrate. - The children will learn about occasions that their peers celebrate. - The children will identify the differences and similarities between the celebrations.
	21	Making Safe Decisions	To know how to support a friend when others are unkind.	- The children will be able to identify the features of a good friend. - The children will recognise kind and unkind behaviours. - The children will have strategies to support their friends when others are unkind.
	24	Rights & Responsibilities	To understand the rights and responsibilities of all children.	- The children will be able to understand the rights that they have. - The children will be able to understand the responsibilities that they have. - The children will understand that these rights and responsibilities apply to all children.
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	21	Making Safe Decisions	To know how to support a friend when others are unkind.	- The children will be able to identify the features of a good friend. - The children will recognise kind and unkind behaviours. - The children will have strategies to support their friends when others are unkind.
	24	Rights & Responsibilities	To understand the rights and responsibilities of all children.	The children will be able to understand the rights that they have.

				- The children will be able to understand the responsibilities that they have. - The children will understand that these rights and responsibilities apply to all children.
The conventions of courtesy and manners.	12	Differences & Similarities	To understand that being different is good.	- The children will understand how they are different to others. - The children will feel confident to be themselves.
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	1	About Me and Why I Am Special	To revisit some of the characters the children will get to know as part of the Dot Com programme.	- Children will be able to recognise Rory, Jasmine & Dot. - Children will be able to talk about the personal attributes of the characters and also of themselves.
	2	About Me and Why I Am Special	To think about the special things we can do now and what makes us different.	Children will be able to say what they think is special, unique or different about them.
	3	Feeling Proud of Myself	To think about the different things that we can already do and what we are learning to do.	Children will be able to talk about their abilities and what they feel proud of.
	4	My Dreams	To think about the things we like and the things we dislike.	- The children will be able to talk about their dreams and aspirations. - The children will be able to identify their likes and dislikes and relate this to their dreams and aspirations.
	12	Differences & Similarities	To understand that being different is good.	- The children will understand how they are different to others. - The children will feel confident to be themselves.
	25	About Me and Why I Am Special	To explore what contributes to a person's identity.	- The children will be able to explain the meaning of the word identity. - The children will be able to explore how they would describe their own identity.

				The children can identify what in their life has helped create their own identity.
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.				
What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.				
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	7	Feeling Safe and My 'Uh-Oh' Signs	To understand the feelings associated with unsafe situations.	- The children will be able to write down when people might feel angry. - The children will think about how they can feel calmer when they are angry. - The children will be able to associate the feelings in their bodies to when they feel unsafe.
	9	The Emergency Services	To understand the work of the emergency services and think about people that help.	- The children will be able to talk about the emergency services and their roles. - The children will be able to recognise some of the things that the emergency services do to help keep people safe. - The children will be able to recall what 'Uh-Oh' signs are and how these can be used to help keep us safe.
	10	Feeling safe and my 'Uh-Oh' signs	To think about who you feel safe with and who can help you.	- The children will understand that some people are better than others at being able to help them. - The children will have written and drawn the names of four people who could help them.
	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.

Online Relationships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.				
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.				
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	27	The Internet & Social Media	To understand the rules and principles for keeping safe online and how to report anything that upsets you.	- Children will consider ways to stay safe in their offline life. - Children will learn the SMART rules for staying safe online. - Children will realise the importance of their helping hand in reporting anything that upsets them online.
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.				

That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	15	The Internet & Social Media	To understand how spending too much time online can have a bad effect on the way people feel and why it is healthy to spend time away from electronic devices. To understand how to report anything that worries us while we are using an online device.	- The children can talk about the types of online devices that they use and how much time they spend on them. - The children will be able to list how someone might feel if they spend too much time on electronic devices. - The children can list activities that they can do without electronic devices. - The children will be able to say why doing some activities without electronic devices is healthy for them on the inside and outside.
	27	The Internet & Social Media	To understand the rules and principles for keeping safe online and how to report anything that upsets you.	- Children will consider ways to stay safe in their offline life. - Children will learn the SMART rules for staying safe online. - Children will realise the importance of their helping hand in reporting anything that upsets them online.

Being Safe

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.				
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	8	Secrets & Surprises	To know that secrets can be safe and unsafe.	- Children will understand what a secret is. - Children will understand that some secrets can be safe, and others can be unsafe.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.				

How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	9	The Emergency Services	To understand the work of the emergency services and think about people that help.	- The children will be able to talk about the emergency services and their roles. - The children will be able to recognise some of the things that the emergency services do to help keep people safe. - The children will be able to recall what 'Uh-Oh' signs are and how these can be used to help keep us safe.
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	7	Feeling Safe and My 'Uh-Oh' Signs	To understand the feelings associated with unsafe situations.	- The children will be able to write down when people feel angry. - The children will think about how they can feel calmer when they are angry. - The children will be able to associate the feelings in their bodies to when they feel unsafe.
	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	7	Feeling Safe and My 'Uh-Oh' Signs	To understand the feelings associated with unsafe situations.	- The children will be able to write down when people might feel angry. - The children will think about how they can feel calmer when they are angry. - The children will be able to associate the feelings in their bodies to when they feel unsafe.
	9	The Emergency Services	To understand the work of the emergency services and think about people that help.	- The children will be able to talk about the emergency services and their roles. - The children will be able to recognise some of the things that the emergency services do to help keep people safe.

				The children will be able to recall what 'Uh-Oh' signs are and how these can be used to help keep us safe.
	10	Feeling Safe and My 'Uh-Oh' Signs	To think about who you feel safe with and who can help you.	- The children will understand that some people are better than others at being able to help them. - The children will have written and drawn the names of four people who could help them.
	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.

Physical Health and Mental Wellbeing (Primary)

General Wellbeing

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	16	My Health	To understand the mental and physical benefits of an active lifestyle. To understand the positive impact that physical exercise, time outdoors, and other activities can have on our mental wellbeing and happiness.	- The children understand that an active and connected lifestyle helps maintain your physical and mental health. - The children understand what activities contribute towards an active and connected lifestyle.
The importance of promoting general wellbeing and physical health.	16	My Health	To understand the mental and physical benefits of an active lifestyle. To understand the positive impact that physical exercise,	- The children understand that an active and connected lifestyle helps maintain your physical and mental health. - The children understand what activities contribute towards an active and connected lifestyle.

			time outdoors, and other activities can have on our mental wellbeing and happiness.	
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	5	Feeling Safe and My 'Uh-Oh' Signs	To understand how you can experience a range of feelings in different circumstances and describe the effect of these feelings.	- The children will understand that there is no right or wrong way to feel. - The children will be able to draw how they look when experiencing a particular emotion. - The children will be able to discuss how a person is feeling from a picture.
	6	Feeling Safe and My 'Uh-Oh' Signs	To understand that everyone needs a safe place and this space is personal to the individual.	- The children will be able to recap the work from last session and show emotions on their own face. - The children will understand what is meant by a safe place. - The children will be able to draw their own safe place.
	7	Feeling Safe and My 'Uh-Oh' Signs	To understand the feelings associated with unsafe situations.	- The children will be able to write down when people might feel angry. - The children will think about how they can feel calmer when they are angry. - The children will be able to associate the feelings in their bodies to when they feel unsafe.
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	5	Feeling Safe and My 'Uh-Oh' Signs	To understand how you can experience a range of feelings in different circumstances and describe the effect of these feelings.	- The children will understand that there is no right or wrong way to feel. - The children will be able to draw how they look when experiencing a particular emotion. - The children will be able to discuss how a person is feeling from a picture.
	6	Feeling Safe and My 'Uh-Oh' Signs	To understand that everyone needs a safe place and this space is personal to the individual.	- The children will be able to recap the work from last session and show emotions on their own face. - The children will understand what is meant by a safe place.

				The children will be able to draw their own safe place.
	7	Feeling Safe and My 'Uh-Oh' Signs	To understand the feelings associated with unsafe situations.	- The children will be able to write down when people feel angry. - The children will think about how they can feel calmer when they are angry. - The children will be able to associate the feelings in their bodies to when they feel unsafe.
	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	7	Feeling Safe and My 'Uh-Oh' Signs	To understand the feelings associated with unsafe situations.	- The children will be able to write down when people feel angry. - The children will think about how they can feel calmer when they are angry. - The children will be able to associate the feelings in their bodies to when they feel unsafe.
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.				
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.				

That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.				
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	7	Feeling Safe and My 'Uh-Oh' Signs	To understand the feelings associated with unsafe situations.	- The children will be able to write down when people might feel angry. - The children will think about how they can feel calmer when they are angry. - The children will be able to associate the feelings in their bodies to when they feel unsafe.
	10	Feeling Safe and My 'Uh-Oh' Signs	To think about who you feel safe with and who can help you.	- The children will understand that some people are better than others at being able to help them. - The children will have written and drawn the names of four people who could help them.
	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.
	15	The Internet & Social Media	To understand how spending too much time online can have a bad effect on the way people feel and why it is healthy to spend time away from electronic devices. To understand how to report anything that worries us while we are using an online device.	- The children can talk about the types of online devices that they use and how much time they spend on them. - The children will be able to list how someone might feel if they spend too much time on electronic devices. - The children can list activities that they can do without electronic devices. - The children will be able to say why doing some activities without electronic devices is healthy for them on the inside and outside.
That it is common to experience mental health problems, and early support can help.				

Wellbeing Online

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	15			
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	15	The Internet & Social Media	To understand how spending too much time online can have a bad effect on the way people feel and why it is healthy to spend time away from electronic devices. To understand how to report anything that worries us while we are using an online device.	- The children can talk about the types of online devices that they use and how much time they spend on them. - The children will be able to list how someone might feel if they spend too much time on electronic devices. - The children can list activities that they can do without electronic devices. - The children will be able to say why doing some activities without electronic devices is healthy for them on the inside and outside.
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.				
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.				

The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.				
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.				
How to understand the information they find online, including from search engines, and know how information is selected and targeted.				
That they have rights in relation to sharing personal data, privacy and consent.				
Where and how to report concerns and get support with issues online.	15	The Internet & Social Media	To understand how spending too much time online can have a bad effect on the way people feel and why it is healthy to spend time away from electronic devices. To understand how to report anything that worries us while we are using an online device.	- The children can talk about the types of online devices that they use and how much time they spend on them. - The children will be able to list how someone might feel if they spend too much time on electronic devices. - The children can list activities that they can do without electronic devices. - The children will be able to say why doing some activities without electronic devices is healthy for them on the inside and outside.

Physical Health and Fitness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The characteristics and mental and physical benefits of an active lifestyle.	16	My Health	To understand the mental and physical benefits of an active lifestyle. To understand the positive impact that physical exercise, time outdoors, and other activities can have on our mental wellbeing and happiness.	- The children understand that an active and connected lifestyle helps maintain your physical and mental health. - The children understand what activities contribute towards an active and connected lifestyle.
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	16	My Health	To understand the mental and physical benefits of an active lifestyle. To understand the positive impact that physical exercise, time outdoors, and other activities can have on our mental wellbeing and happiness.	- The children understand that an active and connected lifestyle helps maintain your physical and mental health. - The children understand what activities contribute towards an active and connected lifestyle.
The risks associated with an inactive lifestyle, including obesity.				
How and when to seek support including which adults to speak to in school if they are worried about their health.	11	My Helping Hand Network	To be able to identify and list the people who can help on a helping hand.	- The children will understand what is meant by a Helping Hand Network. - The children will be able to complete their own Helping Hand Network.

Healthy Eating

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
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What constitutes a healthy diet (including understanding calories and other nutritional content).	17	My Health	To understand the characteristics of a poor diet and the risks associated with unhealthy eating and other unhelpful behaviours.	- The children will understand that a healthy diet helps maintain your physical and your mental health. - The children will be able to identify some unhelpful behaviours that do not help your health.
Understanding the importance of a healthy relationship with food.	17	My Health	To understand the characteristics of a poor diet and the risks associated with unhealthy eating and other unhelpful behaviours.	The children will understand that a healthy diet helps maintain your physical and your mental health. The children will be able to identify some unhelpful behaviours that do not help your health.
The principles of planning and preparing a range of healthy meals.	17	My Health	To understand the characteristics of a poor diet and the risks associated with unhealthy eating and other unhelpful behaviours.	- The children will understand that a healthy diet helps maintain your physical and your mental health. - The children will be able to identify some unhelpful behaviours that do not help your health.
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	17	My Health	To understand the characteristics of a poor diet and the risks associated with unhealthy eating and other unhelpful behaviours.	- The children will understand that a healthy diet helps maintain your physical and your mental health. - The children will be able to identify some unhelpful behaviours that do not help your health.
	18	My Health	To understand why it is important to maintain good dental health and the benefits of good oral hygiene.	- The children will understand that it is important to look after your teeth and gums just like you look after the rest of your body. - The children will know what they can do to keep their teeth and gums healthy.

Drugs, Alcohol, Tobacco and Vaping

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of				

nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				
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Health Protection and Prevention

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.				
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	18	My Health	To understand why it is important to maintain good dental health and the benefits of good oral hygiene.	- The children will understand that it is important to look after your teeth and gums just like you look after the rest of your body. - The children will know what they can do to keep their teeth and gums healthy.
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.				
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.				

Personal Safety

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	20	Risks in my Home	To identify activities we can do at home independently and activities we can do with support.	- The children will be able to identify activities they can do by themselves in their home. - The children will be able to identify activities they can do with support. - The children will be able to explain why there are certain things they can do but with an adult.
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	22	Safety on the Road and Streets	To understand how to travel safely in cars and buses.	- The children will be able to identify why they need a car seat when travelling in a car if under 135cm in height. - The children will be able to identify how to behave safely in a car. - The children will be able to identify how to behave safely on a bus.
	29	Safety on the Road and Streets	To learn the Water Safety Code and understand how to stay safe near water.	- The children will be able to name some places where water can be dangerous. - The children will be able to remember the Water Safety Code. - The children will be able to explain what to do if they see someone in trouble near water.

Basic First Aid

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				
Concepts of basic first aid, for example dealing with common injuries, including head injuries.				

Changing Adolescent Body

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.				
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.				
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				

Ages 7-8

Relationships Education (Primary)

Families and People Who Care For Me

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That families are important for children growing up safe and happy because they can provide love, security and stability.	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
	22	My Friends & Family	To explore different types of family makeups.	- Children will be able to explain what the meaning of family is. - Children can share examples of families that are composed differently to their own. - Children will be able to understand why we should show respect to all families.
	24	My Friends & Family	To consider how families are important for children growing up because they can give love, security and stability.	- The children will be able to understand what the word 'family' means. - The children will be able to define the terms love, security and stability. - The children will be able to identify how families can show love, security and stability. - The children will be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
	24	My Friends & Family	To consider how families are important for children growing up because they can give love, security and stability.	- The children will be able to understand what the word 'family' means. - The children will be able to define the terms love, security and stability. - The children will be able to identify how families can show love, security and stability. - The children will be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	22	My Friends & Family	To explore different types of family makeups.	- Children will be able to explain what the meaning of family is. - Children can share examples of families that are composed differently to their own. - Children will be able to understand why we should show respect to all families.
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	22	My Friends & Family	To explore different types of family makeups.	- Children will be able to explain what the meaning of family is. - Children can share examples of families that are composed differently to their own. - Children will be able to understand why we should show respect to all families.
	24	My Friends & Family	To consider how families are important for children growing up because they can give love, security and stability.	- The children will be able to understand what the word 'family' means. - The children will be able to define the terms love, security and stability.

				- The children will be able to identify how families can show love, security and stability. - The children will be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
	24	My Friends & Family	To consider how families are important for children growing up because they can give love, security and stability.	- The children will be able to understand what the word 'family' means. - The children will be able to define the terms love, security and stability. - The children will be able to identify how families can show love, security and stability. - The children will be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
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How important friendships are in making us feel happy and secure, and how people choose and make friends.	2	About Me and Why I Am Special	To realise we are all special.	- The children will be able to write about what makes other children special. - The children will be able to write and draw what makes them special.
	4	Differences & Similarities	To be able to appreciate differences in themselves and others.	The children will be able to identify and record how they are different to their peers and value these differences.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.				
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.				
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	4	Differences & Similarities	To be able to appreciate differences in themselves and others.	The children will be able to identify and record how they are different to their peers and value these differences.
	18	Secrets and Surprises	To realise the difference between safe and unsafe secrets.	The children will be able to say what 'safe' and 'unsafe' secrets are and use a 'safe' strategy to decide what to do and who to speak to.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.				
How to manage conflict, and that resorting to violence is never right.				

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	16	My Helping Hand Network	To consider and complete a helping hand network.	The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.

Respectful, Kind Relationships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	18	Secrets and Surprises	To realise the difference between safe and unsafe secrets.	The children will be able to say what 'safe' and 'unsafe' secrets are and use a 'safe' strategy to decide what to do and who to speak to.
	22	My Friends & Family	To explore different types of family makeups.	- Children will be able to explain what the meaning of family is. - Children can share examples of families that are composed differently to their own. - Children will be able to understand why we should show respect to all families.
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	26	Making Safe Decisions (Consent)	To further develop an understanding of what is meant by the term consent. To understand the need for personal boundaries. To understand what manipulation is.	- Children will understand they can stop something when they feel uncomfortable. - Children will understand what is appropriate in wider friendships and online. - Children will understand that manipulation is an attempt to get someone's agreement to do something they may not want to do and can be detrimental to the child.

				Children will know how to respond if difficult contact makes them feel uncomfortable and unsafe.
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	16	My Helping Hand Network, Who Can We Tell?	To consider and complete a helping hand network.	The children will be able to complete their own personal network / helping hand of support and acknowledge the need to review this at regular intervals.
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.				
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	2	About Me and Why I Am Special	To realise we are all special.	- The children will be able to write about what makes other children special. - The children will be able to write and draw what makes them special.
	4	Differences & Similarities	To be able to appreciate differences in themselves and others.	The children will be able to identify and record how they are different to their peers and value these differences.
	5	Faith & Religion	To understand that although people have different beliefs, we can all live together peacefully.	Children will be able to identify and value the different beliefs held by different people and recognise stereotypes.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.

Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	5	Faith & Religion	To understand that although people have different beliefs, we can all live together peacefully.	Children will be able to identify and value the different beliefs held by different people and recognise stereotypes.
The conventions of courtesy and manners.				
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	2	About Me and Why I Am Special	To realise we are all special.	- The children will be able to write about what makes other children special. - The children will be able to write and draw what makes them special.
	3	My Dreams	To think about what we are good at and what we might dream of doing in the future.	- The children will be able to identify things they are good at. - The children will be able to things they feel proud of. - The children will be able to identify things they can do independently.
	4	Differences & Similarities	To be able to appreciate differences in themselves and others.	The children will be able to identify and record how they are different to their peers and value these differences.
	7	Feeling Safe & My 'Uh-Oh' Signs	To understand about feelings and how feelings can influence behaviour.	- Children will be able to identify physical and emotional feelings and some that could be both e.g. we can feel physically and emotionally hurt. - Children will be able to differentiate between a feeling, a thought and a behaviour. - Children will be able to identify safe behaviours linked to specific feelings and thoughts.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all	The children will be able to identify behaviours and actions that adults show to look after children.

			adults to look after their children.	- The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.				
What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	5	Faith & Religion	To understand that although people have different beliefs, we can all live together peacefully.	Children will be able to identify and value the different beliefs held by different people and recognise stereotypes.
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	1	The Emergency Services	To think about staying and feeling safe and who in the community can help us do this.	- The children will be able to describe and identify the main characters in the Dot Com digital programme. - The children will be able to identify key members of the emergency services. - The children will be able to discuss how training and equipment can keep themselves and others safe.
	15	My Helping Hand Network, Who Can We Tell?	To have a clear understanding of who we can tell if we feel unsafe.	- The children will be able to identify people they could have on their personal network/helping hand. - The children will be able to know what qualities good network people need to have. - The children will be able to understand the importance of reviewing their network regularly to make sure the people are still appropriate.
	16	My Helping Hand Network, Who Can We Tell?	To consider and complete a helping hand network.	The children will be able to complete their own personal network / helping hand of support and acknowledge the need to review this at regular intervals.

	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
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Online Safety and Awareness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	19	The Internet & Social Media	To understand how the things that we do and say on the Internet can affect others, to know how to behave respectfully online and to be able to spot when someone is not behaving respectfully. To understand why it is important to keep personal information private and know how to report anything that worries us whilst we are online.	- The children can talk about how things that people say or do on the Internet can make others feel. - The children know what 'positive behaviour' means and what this looks like online. - The children will be able to identify negative online behaviour. - The children will understand why it is dangerous to share personal information. - The children will be able to say what they should do if something online worries them.
	25	The Internet & Social Media	To understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of showing respect even when we are anonymous.	- Children will think about rules for appropriate behaviour in the offline world. - Children will learn the THINK rules for good online behaviour. - Children will consider whether their behaviour follows the THINK rules.

How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.				
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	19	The Internet & Social Media	To understand how the things that we do and say on the Internet can affect others, to know how to behave respectfully online and to be able to spot when someone is not behaving respectfully. To understand why it is important to keep personal information private and know how to report anything that worries us whilst we are online.	• The children can talk about how things that people say or do on the Internet can make others feel. • The children know what 'positive behaviour' means and what this looks like online. • The children will be able to identify negative online behaviour. • The children will understand why it is dangerous to share personal information. • The children will be able to say what they should do if something online worries them.
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.				•
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned	19	The Internet & Social Media	To understand how the things that we do and say on the Internet can affect	• The children can talk about how things that people say or do on the Internet can make others feel.

about something they have seen or engaged with online.			others, to know how to behave respectfully online and to be able to spot when someone is not behaving respectfully. To understand why it is important to keep personal information private and know how to report anything that worries us whilst we are online.	• The children know what 'positive behaviour' means and what this looks like online. • The children will be able to identify negative online behaviour. • The children will understand why it is dangerous to share personal information. • The children will be able to say what they should do if something online worries them.
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Being Safe

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	26	Making Safe Decisions (Consent)	To further develop an understanding of what is meant by the term consent. To understand the need for personal boundaries. To understand what manipulation is.	• Children will understand they can stop something when they feel uncomfortable. • Children will understand what is appropriate in wider friendships and online. • Children will understand what is appropriate in wider friendships and online. • Children will understand what is appropriate in wider friendships and online.
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	18	Secrets & Surprises	To realise the difference between safe and unsafe secrets.	• The children will be able to say what 'safe' and 'unsafe' secrets are and use a 'safe' strategy to decide what to do and who to speak to.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	27	Making Safe Decisions (Consent)	To know the correct names for private body parts and understand that we can choose our own personal boundaries.	• Children will be able to use the correct names for private body parts. • Children will know that private body parts are usually covered by underwear. • Children will be able to say what consent means.

				Children will be able to use words to express their boundaries.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	9	Feeling Safe & My 'Uh-Oh' Signs	To understand what it feels like to be safe.	- The children will be able to describe what feeling safe feels like in a multi-sensory way. - The children will be able to visualise what safe feels like for them.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	16	My Helping Hand Network	To consider and complete a helping hand network.	The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	1	The Emergency Services	To think about staying and feeling safe and who in the community can help us do this.	- The children will be able to describe and identify the main characters in the Dot Com digital programme. - The children will be able to identify key members of the emergency services. - The children will be able to discuss how training and equipment can keep themselves and others safe.

	9	Feeling Safe & My 'Uh-Oh' Signs	To understand what it feels like to be safe.	- The children will be able to describe what feeling safe feels like in a multi-sensory way. - The children will be able to visualise what safe feels like for them.
	15	My Helping Hand Network	To have a clear understanding of who we can tell if we feel unsafe.	- The children will be able to identify people they could have on their personal network/helping hand. - The children will be able to know what qualities good network people need to have. - The children will be able to understand the importance of reviewing their network regularly to make sure the people are still appropriate.
	16	My Helping Hand Network	To consider and complete a helping hand network.	The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	1	The Emergency Services	To think about staying and feeling safe and who in the community can help us do this.	- The children will be able to describe and identify the main characters in the Dot Com digital programme. - The children will be able to identify key members of the emergency services.

				The children will be able to discuss how training and equipment can keep themselves and others safe.
	15	My Helping Hand Network	To have a clear understanding of who we can tell if we feel unsafe.	- The children will be able to identify people they could have on their personal network/helping hand. - The children will be able to know what qualities good network people need to have. - The children will be able to understand the importance of reviewing their network regularly to make sure the people are still appropriate.
	16	My Helping Hand Network	To consider and complete a helping hand network.	The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
	24	My Friends and Family	To consider how families are important for children growing up because they can give love, security and stability.	- The children will be able to understand what the word 'family' means. - The children will be able to define the terms love, security and stability. - The children will be able to identify how families can show love, security and stability. - The children will be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	1	The Emergency Services	To think about staying and feeling safe and who in the community can help us do this.	- The children will be able to describe and identify the main characters in the Dot Com digital programme. - The children will be able to identify key members of the emergency services. - The children will be able to discuss how training and equipment can keep themselves and others safe.
	9	Feeling Safe & My 'Uh-Oh' Signs	To understand what it feels like to be safe.	- The children will be able to describe what feeling safe feels like in a multi-sensory way. - The children will be able to visualise what safe feels like for them.
	15	My Helping Hand Network	To have a clear understanding of who we can tell if we feel unsafe.	- The children will be able to identify people they could have on their personal network/helping hand. - The children will be able to know what qualities good network people need to have. - The children will be able to understand the importance of reviewing their network regularly to make sure the people are still appropriate.
	16	My Helping Hand Network	To consider and complete a helping hand network.	The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
How to ask for advice or help for themselves or others, and to keep trying until they are	1	The Emergency Services	To think about staying and feeling safe and who in the	The children will be able to describe and identify the main characters in the Dot Com digital programme.

heard. Where to get advice e.g. family, school and/or other sources.			community can help us do this.	- The children will be able to identify key members of the emergency services. - The children will be able to discuss how training and equipment can keep themselves and others safe.
	15	My Helping Hand Network	To have a clear understanding of who we can tell if we feel unsafe.	- The children will be able to identify people they could have on their personal network/helping hand. - The children will be able to know what qualities good network people need to have. - The children will be able to understand the importance of reviewing their network regularly to make sure the people are still appropriate.
	16	My Helping Hand Network	To consider and complete a helping hand network.	The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
	24	My Friends & Family	To consider how families are important for children growing up because they can give love, security and stability.	- The children will be able to understand what the word 'family' means. - The children will be able to define the terms love, security and stability. - The children will be able to identify how families can show love, security and stability. - The children will be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Physical Health and Mental Wellbeing (Primary)

Mental Wellbeing

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	12	My Health	To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.	- The children will be able to understand why regular daily exercise is important for the body. - The children will be able to name different types of exercise that they can include in their daily routine, such as walking or cycling to school, or taking part in a daily active mile.
The importance of promoting general wellbeing and physical health.	12	My Health	To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.	- The children will be able to understand why regular daily exercise is important for the body. - The children will be able to name different types of exercise that they can include in their daily routine, such as walking or cycling to school, or taking part in a daily active mile.
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	7	Feeling Safe & My 'Uh-Oh' Signs	To understand about feelings and how feelings can influence behaviour.	- Children will be able to identify physical and emotional feelings and some that could be both e.g. we can feel physically and emotionally hurt. - Children will be able to differentiate between a feeling, a thought and a behaviour. - Children will be able to identify safe behaviours linked to specific feelings and thoughts.
	8	Feeling Safe & My 'Uh-Oh' Signs	To look at feelings and why people may choose to 'mask' their feelings.	- The children will be able to describe what 'masking' means in terms of hiding a feeling. - The children will be able to say why people might choose to 'mask' a feeling with another feeling and/or behaviour.

	17	Feeling Safe & My 'Uh-Oh' Signs	To realise the feelings that someone gets when they are feeling angry.	- The children will be able to describe the physical feelings associated with feeling angry. - The children will be able to identify things a person can do to manage angry feelings positively without hurting anyone. - The children will be able to know that this choice of behaviour is called a 'Protective Interruption'.
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	7	Feeling Safe & My 'Uh-Oh' Signs	To understand about feelings and how feelings can influence behaviour.	- Children will be able to identify physical and emotional feelings and some that could be both e.g. we can feel physically and emotionally hurt. - Children will be able to differentiate between a feeling, a thought and a behaviour. - Children will be able to identify safe behaviours linked to specific feelings and thoughts.
	8	Feeling Safe & My 'Uh-Oh' Signs	To look at feelings and why people may choose to 'mask' their feelings.	- The children will be able to describe what 'masking' means in terms of hiding a feeling. - The children will be able to say why people might choose to 'mask' a feeling with another feeling and/or behaviour.
	17	Feeling Safe & My 'Uh-Oh' Signs	To realise the feelings that someone gets when they are feeling angry.	- The children will be able to describe the physical feelings associated with feeling angry. - The children will be able to identify things a person can do to manage angry feelings positively without hurting anyone. - The children will be able to know that this choice of behaviour is called a 'Protective Interruption'.

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	7	Feeling Safe & My 'Uh-Oh' Signs	To understand about feelings and how feelings can influence behaviour.	- Children will be able to identify physical and emotional feelings and some that could be both e.g. we can feel physically and emotionally hurt. - Children will be able to differentiate between a feeling, a thought and a behaviour. - Children will be able to identify safe behaviours linked to specific feelings and thoughts.
	8	Feeling Safe & My 'Uh-Oh' Signs	To look at feelings and why people may choose to 'mask' their feelings.	- The children will be able to describe what 'masking' means in terms of hiding a feeling. - The children will be able to say why people might choose to 'mask' a feeling with another feeling and/or behaviour.
	17	Feeling Safe & My 'Uh-Oh' Signs	To realise the feelings that someone gets when they are feeling angry.	- The children will be able to describe the physical feelings associated with feeling angry. - The children will be able to identify things a person can do to manage angry feelings positively without hurting anyone. - The children will be able to know that this choice of behaviour is called a 'Protective Interruption'.
That isolation and loneliness can affect children, and the benefits of seeking support.				
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.				
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.				

Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	1	The Emergency Services	To think about staying and feeling safe and who in the community can help us do this.	- The children will be able to describe and identify the main characters in the Dot Com digital programme. - The children will be able to identify key members of the emergency services. - The children will be able to discuss how training and equipment can keep themselves and others safe.
	9	Feeling Safe & My 'Uh-Oh' Signs	To understand what it feels like to be safe.	- The children will be able to describe what feeling safe feels like in a multi-sensory way. - The children will be able to visualise what safe feels like for them.
	14	Feeling Safe & My 'Uh-Oh' Signs	To recognise what the bodies early warning signs are when we are in an unsafe situation.	- The children will be able to say what early warning signs are. - The children will be able to identify examples of things that might feel safe, that are fun to feel scared, that are a risk on purpose and that are unsafe. - The children will be able to start to identify their own early warning signs. - The children will be able to understand that when they have no choice, no control and no time limit (do not know when something might stop) this means that it is unsafe situation to be in.
	15	My Helping Hand Network	To have a clear understanding of who we can tell if we feel unsafe.	- The children will be able to identify people they could have on their personal network/helping hand. - The children will be able to know what qualities good network people need to have. - The children will be able to understand the importance of reviewing their network regularly to make sure the people are still appropriate.

	16	My Helping Hand Network	To consider and complete a helping hand network.	The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals.
	20	Rights & Responsibilities	To understand the rights and responsibilities of all adults to look after their children.	- The children will be able to identify behaviours and actions that adults show to look after children. - The children will be able to discuss what their 'Uh-Oh' signs feel like. - The children will be able to use their helping hand to identify adults who they can speak to if they experience their 'Uh-Oh' signs.
That it is common to experience mental health problems, and early support can help.				

Wellbeing Online

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.				
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	19	The Internet & Social Media	To understand how the things that we do and say on the Internet can affect others, to know how to behave respectfully online and to be able to spot when someone is not behaving respectfully. To understand why it is important to keep personal information private and know how to report anything that worries us whilst we are online.	• The children can talk about how things that people say or do on the Internet can make others feel. • The children know what 'positive behaviour' means and what this looks like online. • The children will be able to identify negative online behaviour. • The children will understand why it is dangerous to share personal information. • The children will be able to say what they should do if something online worries them.

Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.				
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.				
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.				
How to understand the information they find online, including from search engines, and know how information is selected and targeted.				
That they have rights in relation to sharing personal data, privacy and consent.				
Where and how to report concerns and get support with issues online.	19	The Internet & Social Media	To understand how the things that we do and say on the Internet can affect others, to know how to behave respectfully online and to be able to spot when someone is not behaving respectfully. To understand why it is	• The children can talk about how things that people say or do on the Internet can make others feel. • The children know what 'positive behaviour' means and what this looks like online. • The children will be able to identify negative online behaviour. • The children will understand why it is dangerous to share personal information.

			important to keep personal information private and know how to report anything that worries us whilst we are online.	The children will be able to say what they should do if something online worries them.
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Physical Health and Fitness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The characteristics and mental and physical benefits of an active lifestyle.	12	My Health	To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.	- The children will be able to understand why regular daily exercise is important for the body. - The children will be able to name different types of exercise that they can include in their daily routine, such as walking or cycling to school, or taking part in a daily active mile.
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	12	My Health	To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.	- The children will be able to understand why regular daily exercise is important for the body. - The children will be able to name different types of exercise that they can include in their daily routine, such as walking or cycling to school, or taking part in a daily active mile.
The risks associated with an inactive lifestyle, including obesity.	12	My Health	To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.	- The children will be able to understand why regular daily exercise is important for the body. - The children will be able to name different types of exercise that they can include in their daily routine, such as walking or cycling to school, or taking part in a daily active mile.

How and when to seek support including which adults to speak to in school if they are worried about their health.	11	My Health	To learn the importance of personal hygiene.	Children will be able to describe what to do to keep their bodies healthy and clean.
	12	My Health	To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.	- The children will be able to understand why regular daily exercise is important for the body. - The children will be able to name different types of exercise that they can include in their daily routine, such as walking or cycling to school, or taking part in a daily active mile.
	15	My Helping Hand Network	To have a clear understanding of who we can tell if we feel unsafe.	- The children will be able to identify people they could have on their personal network/helping hand. - The children will be able to know what qualities good network people need to have. - The children will be able to understand the importance of reviewing their network regularly to make sure the people are still appropriate.
	16	My Helping Hand Network	To consider and complete a helping hand network.	The children will be able to complete their own Personal Network / Helping Hand of Support and acknowledge the need to review this at regular intervals.

Healthy Eating

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What constitutes a healthy diet (including understanding calories and other nutritional content).				

Understanding the importance of a healthy relationship with food.				
The principles of planning and preparing a range of healthy meals.				
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				

Drugs, Alcohol, Tobacco and Vaping

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				

Health Protection and Prevention

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				

The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	13	My Health	To understand the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn.	- The children will be able to understand that sleep is important for our development. - The children will be able to understand what can happen in our bodies and minds if we do not get enough sleep.
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.				
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	11	My Health	To learn the importance of personal hygiene.	Children will be able to describe what to do to keep their bodies healthy and clean.
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.				

Personal Safety

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	21	Risks in the Home	To understand the meaning of safety symbols.	- The children will be able to identify safety symbols they may find in their own homes. - The children will be able to identify the meaning of safety symbols in their own home. - The children will be able to explain why it is important to understand the meaning of safety symbols.
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	21	Risks in the Home	To understand the meaning of safety symbols.	The children will be able to identify safety symbols they may find in their own homes.

				- The children will be able to identify the meaning of safety symbols in their own home. - The children will be able to explain why it is important to understand the meaning of safety symbols.
	23	Safety on the Roads and Streets	To understand how to cross the road safely.	- The children will be able to identify safe and unsafe places to cross the road. - The children will be able to identify safe and unsafe behaviours when crossing the road. - The children will be able to identify risks when crossing the road and give suggestions that will make for a safer crossing.

Basic First Aid

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				
Concepts of basic first aid, for example dealing with common injuries, including head injuries.				

Changing Adolescent Body

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.				
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	27	Making Safe Decisions	To know the correct names for private body parts and understand that we can choose our own personal boundaries.	• Children will be able to use the correct names for private body parts. • Children will know that private body parts are usually covered by underwear. • Children will be able to say what consent means. • Children will be able to use words to express their boundaries.
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				

Ages 8-9

Relationships Education (Primary)

Families and People Who Care For Me

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That families are important for children growing up safe and happy because they can provide love, security and stability.	18	Feeling Safe & My 'Uh-Oh' Signs	To associate being loved with being safe.	- The children will be able to identify the characteristics of feeling loved and how this links with feeling safe. - The children will be able to recognise behaviours that are not consistent with love, respect and safety.
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	18	Feeling Safe & My 'Uh-Oh' Signs	To associate being loved with being safe.	- The children will be able to identify the characteristics of feeling loved and how this links with feeling safe. - The children will be able to recognise behaviours that are not consistent with love, respect and safety.
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.				
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	2	Feeling Proud of Myself	To feel happy with ourselves and accept ourselves for who we are.	- The children will be able to identify things they like in themselves. - The children will be able to suggest things they would like to get better at.
	18	Feeling Safe & My 'Uh-Oh' Signs	To associate being loved with being safe.	- The children will be able to identify the characteristics of feeling loved and how this links with feeling safe. - The children will be able to recognise behaviours that are not consistent with love, respect and safety.

That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	8	Feeling Safe & My 'Uh-Oh' Signs	To look at strategies for dealing with negative feelings.	- Children will be able to identify positive and negative feelings. - Children will be able to look at different ways to deal with negative feelings.

Caring Friendships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How important friendships are in making us feel happy and secure, and how people choose and make friends.	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	- The children will be able to identify early warning signs experienced in a variety of situations. - The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.

	28	Making Safe Decisions (Prejudice)	To explore what prejudice means.	- The children will understand the meaning of prejudice. - The children will be able to give examples of when people may be prejudiced. - The children will be able to develop strategies on how to tackle prejudice.
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
How to manage conflict, and that resorting to violence is never right.	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	The children will be able to identify early warning signs experienced in a variety of situations.

managing conflict, how to manage these situations and how to seek help or advice from others, if needed.				The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.

Respectful, Kind Relationships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.				
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	- The children will be able to identify early warning signs experienced in a variety of situations. - The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
	16	The Internet & Social Media	To understand why social media platforms, computer games and online games are age restricted.	- The children will know why there are age restrictions for games and social media. - The children will understand the importance of age restrictions for online & offline

				computer games and social media platforms. The children will know who to report concerns to about content and where to get help from.
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.				
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	1	About Me & Why I am Special	To recognise our own worth as individuals by identifying positive things about ourselves.	- The children will be able to identify things about them which are special. - The children will be able to write a short poem and draw a picture about being the best they can be, acknowledging their own self-worth.
	3	Differences & Similarities	To explore the ways in which we are similar.	- Children will be able to identify that we all have basic needs that, if met, help us to feel safe. - Children will be able to understand that these common needs make us similar.
	10	My Community & The Wider World	To think about the importance of respecting people, property, community and the environment.	- The children will be able to talk and/or write about respectful behaviour and offer examples of how this can be achieved for individuals and communities. - The children will be able to introduce themselves confidently.
	28	Making Safe Decisions	To explore what prejudice means.	- The children will understand the meaning of prejudice. - The children will be able to give examples of when people may be prejudiced.

				The children will be able to develop strategies on how to tackle prejudice.
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	10	My Community & The Wider World	To think about the importance of respecting people, property, community and the environment.	- The children will be able to talk and/or write about respectful behaviour and offer examples of how this can be achieved for individuals and communities. - The children will be able to introduce themselves confidently.
	22	Faith & Religion	To learn that we work more effectively if we have respect for others' beliefs.	- The children will be able to identify their own beliefs and an awareness of the beliefs of other people. - The children will be able to find ways to show respect for each other's beliefs through discussion and working together.
	28	Making Safe Decisions	To explore what prejudice means.	- The children will understand the meaning of prejudice. - The children will be able to give examples of when people may be prejudiced. - The children will be able to develop strategies on how to tackle prejudice.
The conventions of courtesy and manners.	10	My Community & The Wider World	To think about the importance of respecting people, property, community and the environment.	- The children will be able to talk and/or write about respectful behaviour and offer examples of how this can be achieved for individuals and communities. - The children will be able to introduce themselves confidently.
	28	Making Safe Decisions	To explore what prejudice means.	- The children will understand the meaning of prejudice. - The children will be able to give examples of when people may be prejudiced. - The children will be able to develop strategies on how to tackle prejudice.
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a	1	About Me & Why I am Special	To recognise our own worth as individuals by identifying positive things about ourselves.	- The children will be able to identify things about them which are special. - The children will be able to write a short poem and draw a picture about being the

strong sense of their own identity, including through developing skills and interests.				best they can be, acknowledging their own self-worth.
	2	Feeling Proud of Myself	To feel happy with ourselves and accept ourselves for who we are.	- The children will be able to identify things they like in themselves. - The children will be able to suggest things they would like to get better at.
	3	Differences & Similarities	To explore the ways in which we are similar.	- Children will be able to identify that we all have basic needs that, if met, help us to feel safe. - Children will be able to understand that these common needs make us similar.
	5	Feeling Proud of Myself	To recognise our own self-worth as individuals.	- The children will be able to identify things that they can feel proud of. - The children will be able to set realistic goals for achieving more things to feel proud of. - The children will be able to identify ways to make amends when mistakes are made.
	8	Feeling Safe & My 'Uh-Oh' Signs	To look at strategies for dealing with negative feelings.	- Children will be able to identify positive and negative feelings. - Children will be able to look at different ways to deal with negative feelings.
	22	Faith & Religion	To learn that we work more effectively if we have respect for others' beliefs.	- The children will be able to identify their own beliefs and an awareness of the beliefs of other people. - The children will be able to find ways to show respect for each other's beliefs through discussion and working together.
	26	My Dreams	To look at the importance of dreams and how they can help us in our lives.	The children will be able to identify their strengths and interests with a view to making the most of their abilities and preparing to play an active role as a citizen.
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily	14	Feeling Safe & My 'Uh-Oh' Signs	To explore physical and emotional feelings and strategies for dealing with feelings.	The children will be able to name physical and emotional feelings and make a link between them.

reporting bullying to an adult), and how to get help.				- The children will be able to identify where physical feelings occur in their bodies. - The children will be able to suggest a range of choices of behaviour linked to a particular event. - The children will be able to identify 'safe' and 'unsafe' choices. - The children will be able to develop coping strategies to help them to think clearly.
	27	The Internet & Social Media	To understand that people sometimes behave differently online.	- The children will understand that people may say or do things online that they wouldn't say or do offline. - The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. - The children will understand that for this reason, they shouldn't trust everything they see online.
What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	28	Making Safe Decisions	To explore what prejudice means.	- The children will understand the meaning of prejudice. - The children will be able to give examples of when people may be prejudiced. - The children will be able to develop strategies on how to tackle prejudice.
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	- The children will be able to identify early warning signs experienced in a variety of situations. - The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
	11	The Emergency Services	To explore the range of people that can help us.	Children will be able to identify people whose job it is to help other people and keep other people physically safe.

Online Safety and Awareness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.				
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	27	The Internet & Social Media	To understand that people sometimes behave differently online.	- The children will understand that people may say or do things online that they wouldn't say or do offline. - The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. - The children will understand that for this reason, they shouldn't trust everything they see online.
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	16	The Internet & Social Media	To understand why social media platforms, computer games and online games are age restricted.	- The children will know why there are age restrictions for games and social media. - The children will understand the importance of age restrictions for online & offline computer games and social media platforms. - The children will know who to report concerns to about content and where to get help from.
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.				

Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.				
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	16	The Internet & Social Media	To understand why social media platforms, computer games and online games are age restricted.	- The children will know why there are age restrictions for games and social media. - The children will understand the importance of age restrictions for online & offline computer games and social media platforms. - The children will know who to report concerns to about content and where to get help from.
	27	The Internet & Social Media	To understand that people sometimes behave differently online.	- The children will understand that people may say or do things online that they wouldn't say or do offline. - The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. - The children will understand that for this reason, they shouldn't trust everything they see online.

Being Safe

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	- The children will be able to identify early warning signs experienced in a variety of situations. - The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.

	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
	16	The Internet & Social Media	To understand why social media platforms, computer games and online games are age restricted.	- The children will know why there are age restrictions for games and social media. - The children will understand the importance of age restrictions for online & offline computer games and social media platforms. - The children will know who to report concerns to about content and where to get help from.
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	12	Law & Crime	To become familiar with the charity 'Crimestoppers'.	- Children will be able to know what Crimestoppers does. - Children will know how to contact Crimestoppers. - Children will know what information to give when they contact Crimestoppers.
	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
	16	The Internet & Social Media	To understand why social media platforms, computer games and online games are age restricted.	- The children will know why there are age restrictions for games and social media. - The children will understand the importance of age restrictions for online & offline computer games and social media platforms. - The children will know who to report concerns to about content and where to get help from.

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.				
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	- The children will be able to identify early warning signs experienced in a variety of situations. - The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	- The children will be able to identify early warning signs experienced in a variety of situations. - The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
	15	My Friends & Family	To look at what makes a good and safe friend.	- The children will be able to identify the qualities necessary to be a good and safe friend. - The children will be able to identify behaviours that facilitate people to feel safe or unsafe with other people.
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	- The children will be able to identify early warning signs experienced in a variety of situations. - The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
	7	Feeling Safe & My 'Uh-Oh' Signs	To understand what 'safe' can feel like and how a person's feelings may lead them to behave in unsafe ways.	- The children will be able to understand what safe feels like. - The children will be able to identify when early warning signs may take control of behaviour. - The children will understand how to measure safety.

	12	Law & Crime	To become familiar with the charity 'Crimestoppers'.	- Children will be able to know what Crimestoppers does. - Children will know how to contact Crimestoppers. - Children will know what information to give when they contact Crimestoppers.
	14	Feeling Safe & My 'Uh-Oh' Signs	To explore physical and emotional feelings and strategies for dealing with feelings.	- The children will be able to name physical and emotional feelings and make a link between them. - The children will be able to identify where physical feelings occur in their bodies. - The children will be able to suggest a range of choices of behaviour linked to a particular event. - The children will be able to identify 'safe' and 'unsafe' choices. - The children will be able to develop coping strategies to help them to think clearly.
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	- The children will be able to identify early warning signs experienced in a variety of situations. - The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
	7	Feeling Safe & My 'Uh-Oh' Signs	To understand what 'safe' can feel like and how a person's feelings may lead them to behave in unsafe ways.	- The children will be able to understand what safe feels like. - The children will be able to identify when early warning signs may take control of behaviour. - The children will understand how to measure safety.
	11	The Emergency Services	To explore the range of people that can help us.	Children will be able to identify people whose job it is to help other people and keep other people physically safe.

	25	Money & Possessions	To look at how to keep possessions safe.	• The children will be able to identify possessions that feel important to them and develop strategies to keep these things safe. • The children will be able to discuss their responsibilities to keep items that belong to their communities safe and what to do if these things get lost or broken.
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Physical Health and Mental Wellbeing (Primary)

General Wellbeing

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	8	Feeling Safe & My 'Uh-Oh' Signs	To look at strategies for dealing with negative feelings.	- Children will be able to identify positive and negative feelings. - Children will be able to look at different ways to deal with negative feelings.
	14	Changes & When Someone Goes Away	To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.	- Children will be able to experience what risking on purpose feels like. - Children will be able to introduce themselves to people they know less well and have a range of things they could talk about.
	19	Feeling Safe & My 'Uh-Oh' Signs	To explore physical and emotional feelings and strategies for dealing with feelings.	- The children will be able to name physical and emotional feelings and make a link between them. - The children will be able to identify where physical feelings occur in their bodies. - The children will be able to suggest a range of choices of behaviour linked to a particular event. - The children will be able to identify 'safe' and 'unsafe' choices. - The children will be able to develop coping strategies to help them to think clearly.
The importance of promoting general wellbeing and physical health.	14	Changes & When Someone Goes Away	To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.	- Children will be able to experience what risking on purpose feels like. - Children will be able to introduce themselves to people they know less well and have a range of things they could talk about.
	19	Feeling Safe & My 'Uh-Oh' Signs	To explore physical and emotional feelings and strategies for dealing with feelings.	The children will be able to name physical and emotional feelings and make a link between them.

				- The children will be able to identify where physical feelings occur in their bodies. - The children will be able to suggest a range of choices of behaviour linked to a particular event. - The children will be able to identify 'safe' and 'unsafe' choices. - The children will be able to develop coping strategies to help them to think clearly.
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	8	Feeling Safe & My 'Uh-Oh' Signs	To look at strategies for dealing with negative feelings.	- Children will be able to identify positive and negative feelings. - Children will be able to look at different ways to deal with negative feelings.
	9	Changes & When Someone Goes Away	To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.	- Children will be able to experience what risking on purpose feels like. - Children will be able to introduce themselves to people they know less well and have a range of things they could talk about.
	14	Feeling Safe & My 'Uh-Oh' Signs	To explore physical and emotional feelings and strategies for dealing with feelings.	- The children will be able to name physical and emotional feelings and make a link between them. - The children will be able to identify where physical feelings occur in their bodies. - The children will be able to suggest a range of choices of behaviour linked to a particular event. - The children will be able to identify 'safe' and 'unsafe' choices. - The children will be able to develop coping strategies to help them to think clearly.
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	8	Feeling Safe & My 'Uh-Oh' Signs	To look at strategies for dealing with negative feelings.	- Children will be able to identify positive and negative feelings. - Children will be able to look at different ways to deal with negative feelings.

	9	Changes & When Someone Goes Away	To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.	- Children will be able to experience what risking on purpose feels like. - Children will be able to introduce themselves to people they know less well and have a range of things they could talk about.
	14	Feeling Safe & My 'Uh-Oh' Signs	To explore physical and emotional feelings and strategies for dealing with feelings.	- The children will be able to name physical and emotional feelings and make a link between them. - The children will be able to identify where physical feelings occur in their bodies. - The children will be able to suggest a range of choices of behaviour linked to a particular event. - The children will be able to identify 'safe' and 'unsafe' choices. - The children will be able to develop coping strategies to help them to think clearly.
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	8	Feeling Safe & My 'Uh-Oh' Signs	To look at strategies for dealing with negative feelings.	- Children will be able to identify positive and negative feelings. - Children will be able to look at different ways to deal with negative feelings.
	9	Changes & When Someone Goes Away	To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.	- Children will be able to experience what risking on purpose feels like. - Children will be able to introduce themselves to people they know less well and have a range of things they could talk about.

	14	Feeling Safe & My 'Uh-Oh' Signs	To explore physical and emotional feelings and strategies for dealing with feelings.	- The children will be able to name physical and emotional feelings and make a link between them. - The children will be able to identify where physical feelings occur in their bodies. - The children will be able to suggest a range of choices of behaviour linked to a particular event. - The children will be able to identify 'safe' and 'unsafe' choices. - The children will be able to develop coping strategies to help them to think clearly.
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	9	Changes & When Someone Goes Away	To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.	- Children will be able to experience what risking on purpose feels like. - Children will be able to introduce themselves to people they know less well and have a range of things they could talk about.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	27	The Internet & Social Media	To understand that people sometimes behave differently online.	- The children will understand that people may say or do things online that they wouldn't say or do offline. - The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. - The children will understand that for this reason, they shouldn't trust everything they see online.
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	9	Changes & When Someone Goes Away	To understand why people can feel unsafe and uncomfortable about changes and find ways to cope with change.	- Children will be able to experience what risking on purpose feels like. - Children will be able to introduce themselves to people they know less well and have a range of things they could talk about.
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak	6	My Helping Hand Network	To look at the different kinds of fear and their effect on behaviour.	The children will be able to identify early warning signs experienced in a variety of situations.

to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).				The children will be able to develop strategies to help them feel safe so they can make calm and rational decisions.
	7	Feeling Safe & My 'Uh-Oh' Signs	To understand what 'safe' can feel like and how a person's feelings may lead them to behave in unsafe ways.	- The children will be able to understand what safe feels like. - The children will be able to identify when early warning signs may take control of behaviour. - The children will understand how to measure safety.
	27	The Internet & Social Media	To understand that people sometimes behave differently online.	- The children will understand that people may say or do things online that they wouldn't say or do offline. - The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. - The children will understand that for this reason, they shouldn't trust everything they see online.
That it is common to experience mental health problems, and early support can help.				

Wellbeing Online

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.				
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.				
Why social media, some computer games and online gaming, for example, are age restricted.	16	The Internet & Social Media	To understand why social media platforms, computer games and online games are age restricted.	- The children will know why there are age restrictions for games and social media. - The children will understand the importance of age restrictions for online & offline computer games and social media platforms. - The children will know who to report concerns to about content and where to get help from.

The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	30	The Internet & Social Media	To understand that there are risks when gaming online.	• The children will know there are financial risks such as fake offers and spending of real money. • The children will be able to recognise that some online games encourage spending of money. • The children will be able to discuss the importance of balancing time as gaming can be highly addictive.
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	27	The Internet & Social Media	To understand that people sometimes behave differently online.	• The children will understand that people may say or do things online that they wouldn't say or do offline. • The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. • The children will understand that for this reason, they shouldn't trust everything they see online.
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	27	The Internet & Social Media	To understand that people sometimes behave differently online.	• The children will understand that people may say or do things online that they wouldn't say or do offline. • The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. • The children will understand that for this reason, they shouldn't trust everything they see online.

How to understand the information they find online, including from search engines, and know how information is selected and targeted.	27	The Internet & Social Media	To understand that people sometimes behave differently online.	- The children will understand that people may say or do things online that they wouldn't say or do offline. - The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. - The children will understand that for this reason, they shouldn't trust everything they see online.
That they have rights in relation to sharing personal data, privacy and consent.	31	The Internet & Social Media	To understand that we should keep personal information safe and only share it with consent.	- The children will know what personal information is and that it should be protected. - The children will know that they have rights over who can see and share their personal information including the importance of asking or giving consent. - The children are able to identify ways of staying safe online by protecting personal information.
Where and how to report concerns and get support with issues online.	16	The Internet & Social Media	To understand why social media platforms, computer games and online games are age restricted.	- The children will know why there are age restrictions for games and social media. - The children will understand the importance of age restrictions for online & offline computer games and social media platforms. - The children will know who to report concerns to about content and where to get help from.

	27	The Internet & Social Media	To understand that people sometimes behave differently online.	- The children will understand that people may say or do things online that they wouldn't say or do offline. - The children will understand that people may do this because they are feeling more confident or more comfortable because they can be 'anonymous'. - The children will understand that for this reason, they shouldn't trust everything they see online.
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Physical Health and Fitness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The characteristics and mental and physical benefits of an active lifestyle.	19	My Health	To look at how we can stay healthy.	- The children will be able to identify things that they can do to maintain their health and develop routines to keep healthy. - The children will be able to experience the effect of unhealthy choices on how the body performs.
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	19	My Health	To look at how we can stay healthy.	- The children will be able to identify things that they can do to maintain their health and develop routines to keep healthy. - The children will be able to experience the effect of unhealthy choices on how the body performs.
The risks associated with an inactive lifestyle, including obesity.	19	My Health	To look at how we can stay healthy.	- The children will be able to identify things that they can do to maintain their health and develop routines to keep healthy. - The children will be able to experience the effect of unhealthy choices on how the body performs.

How and when to seek support including which adults to speak to in school if they are worried about their health.	19	My Health	To look at how we can stay healthy.	- The children will be able to identify things that they can do to maintain their health and develop routines to keep healthy. - The children will be able to experience the effect of unhealthy choices on how the body performs.
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Healthy Eating

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What constitutes a healthy diet (including understanding calories and other nutritional content).				
Understanding the importance of a healthy relationship with food.				
The principles of planning and preparing a range of healthy meals.				
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				

Drugs, Alcohol, Tobacco and Vaping

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
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The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	21	Drugs, Alcohol & Smoking	To look at how to keep safe around the chemicals and drugs that we may come across in everyday life.	- The children will be able to identify how to use medicine safely. - The children will be able to understand that medicines need to be taken safely and instructions must be followed.
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Health Protection and Prevention

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	20	My Health	To understand about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.	- The children will be able to understand why it is important to protect themselves from sun damage. - The children will be able to understand what actions we can take to protect our skin.
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.				
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.				
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	19	My Health	To look at how we can stay healthy.	- The children will be able to identify things that they can do to maintain their health and develop routines to keep healthy. - The children will be able to experience the effect of unhealthy choices on how the body performs.

The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.				
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Personal Safety

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	20	My Health (Sun Safety)	To understand about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.	- The children will be able to understand why it is important to protect themselves from sun damage. - The children will be able to understand what actions we can take to protect our skin.
	21	Drugs, Alcohol & Smoking	To look at how to keep safe around the chemicals and drugs that we may come across in everyday life.	- The children will be able to identify how to use medicine safely. - The children will be able to understand that medicines need to be taken safely and instructions must be followed.
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	29	Safety on the Roads and Streets	To understand how to stay safe near railways and level crossings.	- The children can describe some dangers near railways. - The children will be able to explain how to cross safely at a level crossing. - The children will be able to identify safe and unsafe behaviour near railways. - The children can give advice to help others stay safe near railways.

Basic First Aid

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
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How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				
Concepts of basic first aid, for example dealing with common injuries, including head injuries.				

Changing Adolescent Body

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.				
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.				
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				

Ages 9-10

Relationships Education (Primary)

Families and People Who Care For Me

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That families are important for children growing up safe and happy because they can provide love, security and stability.				
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.				
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.				
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.				

Caring Friendships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How important friendships are in making us feel happy and secure, and how people choose and make friends.	3	My Dreams	To think about the future and the importance of setting goals to get where we want to be.	- The children will be able to consider the possible jobs or careers open to them. - The children will be able to understand that skills need to be developed and practised. - The children will be able to understand that success can be achieved through hard work, learning from mistakes and setbacks.
	5	Making Safe Decisions	To look at different things that may influence our behaviour and how we can make safe choices.	- The children will be able to identify unwritten rules/beliefs that can influence behaviour and use early warning signs to make safe choices. - The children will be able to understand that we are responsible for our behaviour and its effects and consequences.
	6	Feeling Safe & My 'Uh-Oh' Signs	To reflect on the early warning 'Uh-Oh' signs.	- Children will be able to describe some of the early warning/Uh-Oh signs people feel when they don't feel safe. - Children will be able to identify the effects and consequences of not listening to these warning signs and their "inner voice".
	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and do something to help us feel safer.	- The children will be able to understand that everyone feels worried from time to time! - The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.
	20	My Health	To understand how isolation and loneliness can affect children and that it is very important to discuss our	The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do.

			feelings with an adult and seek support.	The children will learn how to respond sensitively to a friend and direct them to appropriate support.
	23	Making Safe Decisions	To understand the unsafe behaviour of friends.	- Children will be able to evaluate safe and unsafe behaviours of characters in different scenarios. - Children will be able to reflect on their own responses to situations.
	31	Making Safe Decisions	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination. - Children will be aware of how discrimination may be portrayed.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	3	My Dreams	To think about the future and the importance of setting goals to get where we want to be.	- The children will be able to consider the possible jobs or careers open to them. - The children will be able to understand that skills need to be developed and practised. - The children will be able to understand that success can be achieved through hard work, learning from mistakes and setbacks.
	5	Making Safe Decisions	To look at different things that may influence our behaviour and how we can make safe choices.	- The children will be able to identify unwritten rules/beliefs that can influence behaviour and use early warning signs to make safe choices. - The children will be able to understand that we are responsible for our behaviour and its effects and consequences.
	6	Feeling Safe & My 'Uh-Oh' Signs	To reflect on the early warning 'Uh-Oh' signs.	- Children will be able to describe some of the early warning/Uh-Oh signs people feel when they don't feel safe. - Children will be able to identify the effects and consequences of not listening to these warning signs and their "inner voice".

	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and do something to help us feel safer.	- The children will be able to understand that everyone feels worried from time to time! - The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.
	20	My Health	To understand how isolation and loneliness can affect children and that it is very important to discuss our feelings with an adult and seek support.	- The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do. - The children will learn how to respond sensitively to a friend and direct them to appropriate support.
	31	Making Safe Decisions	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination. - Children will be aware of how discrimination may be portrayed.
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.				
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	3	My Friends & Family	To look at the relationships we have with others and evaluate the characteristics of safe and unsafe relationships.	- The children will be able to understand and describe different types of relationships. - The children will be able to identify the advantages and disadvantages of being in a friendship, group or gang. - The children will be able to understand that friendship groups can exclude others and people can feel vulnerable or unsafe as part of this group when they are on their own.

	6	Feeling Safe & My 'Uh-Oh' Signs	To reflect on the early warning 'Uh-Oh' signs.	- Children will be able to describe some of the early warning/Uh-Oh signs people feel when they don't feel safe. - Children will be able to identify the effects and consequences of not listening to these warning signs and their "inner voice".
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	3	My Friends & Family	To look at the relationships we have with others and evaluate the characteristics of safe and unsafe relationships.	- The children will be able to understand and describe different types of relationships. - The children will be able to identify the advantages and disadvantages of being in a friendship, group or gang. - The children will be able to understand that friendship groups can exclude others and people can feel vulnerable or unsafe as part of this group when they are on their own.
	13	Feeling Safe & My 'Uh-Oh' Signs	To look at the reasons why conflicts arise and develop strategies for managing angry feelings.	- The children will be able to say why some people feel angry and what this could lead to. - The children will be able to identify non-violent ways of resolving disputes. - The children will be able to experience what feeling safe feels like and use this and other 'Protective Interruptions' to manage angry feelings.
How to manage conflict, and that resorting to violence is never right.	3	My Friends & Family	To look at the relationships we have with others and evaluate the characteristics of safe and unsafe relationships.	- The children will be able to understand and describe different types of relationships. - The children will be able to identify the advantages and disadvantages of being in a friendship, group or gang. - The children will be able to understand that friendship groups can exclude others and people can feel vulnerable or unsafe as part of this group when they are on their own.
	13	Feeling Safe & My 'Uh-Oh' Signs	To look at the reasons why conflicts arise and develop	The children will be able to say why some people feel angry and what this could lead to.

			strategies for managing angry feelings.	- The children will be able to identify non-violent ways of resolving disputes. - The children will be able to experience what feeling safe feels like and use this and other 'Protective Interruptions' to manage angry feelings.
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	3	My Friends & Family	To look at the relationships we have with others and evaluate the characteristics of safe and unsafe relationships.	- The children will be able to understand and describe different types of relationships. - The children will be able to identify the advantages and disadvantages of being in a friendship, group or gang. - The children will be able to understand that friendship groups can exclude others and people can feel vulnerable or unsafe as part of this group when they are on their own.
	5	Making Safe Decisions	To look at different things that may influence our behaviour and how we can make safe choices.	- The children will be able to identify unwritten rules/beliefs that can influence behaviour and use early warning signs to make safe choices. - The children will be able to understand that we are responsible for our behaviour and its effects and consequences.
	6	Feeling Safe & My 'Uh-Oh' Signs	To reflect on the early warning 'Uh-Oh' signs.	- Children will be able to describe some of the early warning/Uh-Oh signs people feel when they don't feel safe. - Children will be able to identify the effects and consequences of not listening to these warning signs and their "inner voice".
	7	Making Safe Decisions	To look at the importance of speaking your mind and why it is sometimes difficult to do so.	- The children will be able to understand some of the barriers that prevent someone from 'speaking out'. - The children will know that it is important to consider other people's feelings when deciding what action to take.

	9	Making Safe Decisions	To look at bullying from a variety of perspectives including the bully, the victim and the bystander.	- The children will be able to look at bullying from the perspective of the person who bullies. - The children will be able to understand that everyone has the capability to become a bully.
	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and do something to help us feel safer.	- The children will be able to understand that everyone feels worried from time to time! - The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.
	23	Making Safe Decisions	To understand the unsafe behaviour of friends.	- Children will be able to evaluate safe and unsafe behaviours of characters in different scenarios. - Children will be able to reflect on their own responses to situations.
	25	Feeling Safe (Grooming)	To understand what grooming is and the characteristics of a true and false friend.	- The children will understand what grooming is. - The children can consider the characteristics and actions of a true friend. - The children can consider the characteristics and actions of a false friend. - The children can empathise with a character's feeling in a story. - The children are able to suggest appropriate actions for a character who is in need.
	26	Feeling Safe (Grooming)	To understand the different reasons why a child may be groomed and who they can turn to for help.	- The children will understand why a child may be groomed. - The children will understand how someone may feel if they are being groomed. - The children will understand who they can turn to in their helping hand network. - The children will understand how ChildLine can support them.

	31	Making Safe Decisions	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination. - Children will be aware of how discrimination may be portrayed.
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Respectful, Kind Relationships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	7	Making Safe Decisions	To look at the importance of speaking your mind and why it is sometimes difficult to do so.	- The children will be able to understand some of the barriers that prevent someone from 'speaking out'. - The children will know that it is important to consider other people's feelings when deciding what action to take.
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	7	Making Safe Decisions	To look at the importance of speaking your mind and why it is sometimes difficult to do so.	- The children will be able to understand some of the barriers that prevent someone from 'speaking out'. - The children will know that it is important to consider other people's feelings when deciding what action to take.
	25	Feeling Safe (Grooming)	To understand what grooming is and the characteristics of a true and false friend.	- The children will understand what grooming is. - The children can consider the characteristics and actions of a true friend. - The children can consider the characteristics and actions of a false friend. - The children can empathise with a character's feeling in a story. - The children are able to suggest appropriate actions for a character who is in need.
	26	Feeling Safe (Grooming)	To understand the different reasons why a child may be	The children will understand why a child may be groomed.

			groomed and who they can turn to for help.	- The children will understand how someone may feel if they are being groomed. - The children will understand who they can turn to in their helping hand network. - The children will understand how ChildLine can support them.
	33	Making Safe Decisions (Consent)	To further develop an understanding of what is meant by the term consent. To understand what is meant by appropriate and inappropriate touch.	- The children can use the correct name for body parts and identify the parts of the body that are private. - The children can identify what is appropriate and inappropriate touch. - The children will understand that giving permission for one thing does not mean they have given permission for something else. - The children will recognise their Uh-Oh signs if contact makes them feel uncomfortable or unsafe and know to use their Safety Network for support.
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	3	My Friends and Family	To look at the relationships we have with others and evaluate the characteristics of safe and unsafe relationships.	- The children will be able to understand and describe different types of relationships. - The children will be able to identify the advantages and disadvantages of being in a friendship, group or gang. - The children will be able to understand that friendship groups can exclude others and people can feel vulnerable or unsafe as part of this group when they are on their own.
	5	Making Safe Decisions	To look at different things that may influence our behaviour and how we can make safe choices.	- The children will be able to identify unwritten rules/beliefs that can influence behaviour and use early warning signs to make safe choices. - The children will be able to understand that we are responsible for our behaviour and its effects and consequences.

	7	Making Safe Decisions	To look at the importance of speaking your mind and why it is sometimes difficult to do so.	- The children will be able to understand some of the barriers that prevent someone from 'speaking out'. - The children will know that it is important to consider other people's feelings when deciding what action to take.
	23	Making Safe Decisions	To understand the unsafe behaviour of friends.	- Children will be able to evaluate safe and unsafe behaviours of characters in different scenarios. - Children will be able to reflect on their own responses to situations.
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	35	Making Safe Decisions	To understand the difference between assertive and controlling behaviour, and the difference between healthy kindness and neglecting your own needs.	- The children will identify the difference between assertive and controlling behaviour. - The children explain the difference between healthy kindness and neglecting their own needs. - The children will suggest respectful ways to communicate their needs and feelings.
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	1	About Me & Why I Am Special	To realise we are all special and different.	- The children will be able to identify positive things about themselves and their achievements. - The children will be able to understand that similarities and differences arise from a number of factors.
	4	Faith & Religion	To explore similarities and differences between different religions and discuss how religion might make someone feel safe.	- The children will be able to identify major religions and the similarities and differences between beliefs. - The children will become aware of the concept of community and what it means to be part of one. - The children will be able to identify some of the religious symbols they may see in their community.
	9	Making Safe Decisions	To look at bullying from a variety of perspectives	The children will be able to look at bullying from the perspective of the person who bullies.

			including the bully, the victim and the bystander.	The children will be able to understand that everyone has the capability to become a bully.
	10	Making Safe Decisions	To look at bullying from the perspective of the victim.	- The children will be able to empathise with a victim of bullying. - The children will be able to look at the range of people who are bullied. - The children will be able to see that many of us could be bullied at some time in our lives.
	11	Making Safe Decisions	To look at the perspective of bullying from those that stand by and do nothing.	- The children will understand that everyone has a role in stopping bullying. - The children will be able to answer the question 'Whose responsibility is it to do something?'
	31	Making Safe Decisions	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination. - Children will be aware of how discrimination may be portrayed.
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	1	About Me & Why I Am Special	To realise we are all special and different.	- The children will be able to identify positive things about themselves and their achievements. - The children will be able to understand that similarities and differences arise from a number of factors.
	4	Faith & Religion	To explore similarities and differences between different religions and discuss how religion might make someone feel safe.	- The children will be able to identify major religions and the similarities and differences between beliefs. - The children will become aware of the concept of community and what it means to be part of one. - The children will be able to identify some of the religious symbols they may see in their community.

	10	Making Safe Decisions	To look at bullying from the perspective of the victim.	- The children will be able to empathise with a victim of bullying. - The children will be able to look at the range of people who are bullied. - The children will be able to see that many of us could be bullied at some time in our lives.
	11	Making Safe Decisions	To look at the perspective of bullying from those that stand by and do nothing.	- The children will understand that everyone has a role in stopping bullying. - The children will be able to answer the question 'Whose responsibility is it to do something?'
The conventions of courtesy and manners.				
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.				
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	9	Making Safe Decisions	To look at bullying from a variety of perspectives including the bully, the victim and the bystander.	- The children will be able to look at bullying from the perspective of the person who bullies. - The children will be able to understand that everyone has the capability to become a bully.
	10	Making Safe Decisions	To look at bullying from the perspective of the victim.	- The children will be able to empathise with a victim of bullying. - The children will be able to look at the range of people who are bullied. - The children will be able to see that many of us could be bullied at some time in our lives.
	11	Making Safe Decisions	To look at the perspective of bullying from those that stand by and do nothing.	- The children will understand that everyone has a role in stopping bullying. - The children will be able to answer the question 'Whose responsibility is it to do something?'

What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	9	Making Safe Decisions	To look at bullying from a variety of perspectives including the bully, the victim and the bystander.	- The children will be able to look at bullying from the perspective of the person who bullies. - The children will be able to understand that everyone has the capability to become a bully.
	10	Making Safe Decisions	To look at bullying from the perspective of the victim.	- The children will be able to empathise with a victim of bullying. - The children will be able to look at the range of people who are bullied. - The children will be able to see that many of us could be bullied at some time in our lives.
	31	Making Safe Decisions	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination. - Children will be aware of how discrimination may be portrayed.
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	8	Making Safe Decisions	To revise the early warning/'Uh-Oh' signs and learn that as we grow older, we are given more responsibility to make decisions that affect our own safety and that of others.	- The children will be able to identify risky situations they might find themselves in and decisions that need to be made. - The children will be able to discuss safe choices and clarify their responsibilities for self and to others.
	17	Changes & Helping Hand Network	To think about the changes we experience in life and how some might feel positive or negative.	- The children will be able to recognise the changes they have experienced in their lives. - The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	20	My Health (Isolation & Loneliness)	To understand how isolation and loneliness can affect children and that it is very important to discuss our	The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do.

			feelings with an adult and seek support.	The children will learn how to respond sensitively to a friend and direct them to appropriate support.
	26	Grooming	To understand the different reasons why a child may be groomed and who they can turn to for help.	- The children will understand why a child may be groomed. - The children will understand how someone may feel if they are being groomed. - The children will understand who they can turn to in their helping hand network. - The children will understand how ChildLine can support them.
	30	The Emergency Services (Responding to an Accident)	To understand how to respond if we witness an accident.	- The children will understand what to do if they witness an accident. - The children will understand what first aid is and learn how to treat a head injury. - The children will learn when and how to call the Emergency Services.
	33	Making Safe Decisions (Consent)	To further develop an understanding of what is meant by the term consent. To understand what is meant by appropriate and inappropriate touch.	- The children can use the correct name for body parts and identify the parts of the body that are private. - The children can identify what is appropriate and inappropriate touch. - The children will understand that giving permission for one thing does not mean they have given permission for something else. - The children will recognise their Uh-Oh signs if contact makes them feel uncomfortable or unsafe and know to use their Safety Network for support.

Online Safety and Awareness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
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That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	- The children will know that the main form of online abuse is cyberbullying. - The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health. - The children will know who to report concerns to with issues online.
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	- The children will know that the main form of online abuse is cyberbullying. - The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health. - The children will know who to report concerns to with issues online.
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	32	The Internet & Social Media	To understand how information and data can be shared online and the possible consequences of this sharing. To understand how sharing information can have an impact on others.	- The children know what a digital footprint is. - The children are aware of how their digital footprint can have an impact on their life offline. - The children can recognise the importance of carefully considering what to share, whether the information is their own, or comes from others.
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	The children will know that the main form of online abuse is cyberbullying.

there is no way of deleting it everywhere and no control over where it ends up.				- The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health. - The children will know who to report concerns to with issues online.
	32	The Internet & Social Media	To understand how information and data can be shared online and the possible consequences of this sharing. To understand how sharing information can have an impact on others.	- The children know what a digital footprint is. - The children are aware of how their digital footprint can have an impact on their life offline. - The children can recognise the importance of carefully considering what to share, whether the information is their own, or comes from others.
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	- The children will know that the main form of online abuse is cyberbullying. - The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health. - The children will know who to report concerns to with issues online.

Being Safe

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	7	Making Safe Decisions	To look at the importance of speaking your mind and why it is sometimes difficult to do so.	- The children will be able to understand some of the barriers that prevent someone from 'speaking out'. - The children will know that it is important to consider other people's feelings when deciding what action to take.

	25	Feeling Safe (Grooming)	To understand what grooming is and the characteristics of a true and false friend.	- The children will understand what grooming is. - The children can consider the characteristics and actions of a true friend. - The children can consider the characteristics and actions of a false friend. - The children can empathise with a character's feeling in a story. - The children are able to suggest appropriate actions for a character who is in need.
	26	Feeling Safe (Grooming)	To understand the different reasons why a child may be groomed and who they can turn to for help.	- The children will understand why a child may be groomed. - The children will understand how someone may feel if they are being groomed. - The children will understand who they can turn to in their helping hand network. - The children will understand how ChildLine can support them.
	33	Making Safe Decisions (Consent)	To further develop an understanding of what is meant by the term consent. To understand what is meant by appropriate and inappropriate touch.	- The children can identify what is appropriate and inappropriate touch. - The children will understand that giving permission for one thing does not mean they have given permission for something else. - The children will recognise their Uh-Oh signs if contact makes them feel uncomfortable or unsafe and know to use their Safety Network for support.
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	23	Making Safe Decisions	To understand the unsafe behaviour of friends.	- Children will be able to evaluate safe and unsafe behaviours of characters in different scenarios. - Children will be able to reflect on their own responses to situations.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	33	Making Safe Decisions (Consent)	To further develop an understanding of what is meant by the term consent.	- The children can identify what is appropriate and inappropriate touch. - The children will understand that giving permission for one thing does not mean

			To understand what is meant by appropriate and inappropriate touch.	they have given permission for something else. The children will recognise their Uh-Oh signs if contact makes them feel uncomfortable or unsafe and know to use their Safety Network for support.
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	8	Making Safe Decisions	To revise the early warning/'Uh-Oh' signs and learn that as we grow older, we are given more responsibility to make decisions that affect our own safety and that of others.	- The children will be able to identify risky situations they might find themselves in and decisions that need to be made. - The children will be able to discuss safe choices and clarify their responsibilities for self and to others.
	25	Feeling Safe (Grooming)	To understand what grooming is and the characteristics of a true and false friend.	- The children will understand what grooming is. - The children can consider the characteristics and actions of a true friend. - The children can consider the characteristics and actions of a false friend. - The children can empathise with a character's feeling in a story. The children are able to suggest appropriate actions for a character who is in need.
	26	Feeling Safe (Grooming)	To understand the different reasons why a child may be groomed and who they can turn to for help.	- The children will understand why a child may be groomed. - The children will understand how someone may feel if they are being groomed. - The children will understand who they can turn to in their helping hand network. The children will understand how ChildLine can support them.
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	3	My Friends & Family	To look at the relationships we have with others and evaluate the characteristics of safe and unsafe relationships.	- The children will be able to understand and describe different types of relationships. - The children will be able to identify the advantages and disadvantages of being in a friendship, group or gang.

				The children will be able to understand that friendship groups can exclude others and people can feel vulnerable or unsafe as part of this group when they are on their own.
	5	Making Safe Decisions	To look at different things that may influence our behaviour and how we can make safe choices.	- The children will be able to identify unwritten rules/beliefs that can influence behaviour and use early warning signs to make safe choices. - The children will be able to understand that we are responsible for our behaviour and its effects and consequences.
	6	Feeling Safe & My 'Uh-Oh' Signs	To reflect on the early warning 'Uh-Oh' signs.	- Children will be able to describe some of the early warning/Uh-Oh signs people feel when they don't feel safe. - Children will be able to identify the effects and consequences of not listening to these warning signs and their "inner voice".
	7	Making Safe Decisions	To look at the importance of speaking your mind and why it is sometimes difficult to do so.	- The children will be able to understand some of the barriers that prevent someone from 'speaking out'. - The children will know that it is important to consider other people's feelings when deciding what action to take.
	9	Making Safe Decisions	To look at bullying from a variety of perspectives including the bully, the victim and the bystander.	- The children will be able to look at bullying from the perspective of the person who bullies. - The children will be able to understand that everyone has the capability to become a bully.
	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and	- The children will be able to understand that everyone feels worried from time to time! - The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.

			do something to help us feel safer.	
	23	Making Safe Decisions	To understand the unsafe behaviour of friends.	- Children will be able to evaluate safe and unsafe behaviours of characters in different scenarios. - Children will be able to reflect on their own responses to situations.
	25	Feeling Safe (Grooming)	To understand what grooming is and the characteristics of a true and false friend.	- The children will understand what grooming is. - The children can consider the characteristics and actions of a true friend. - The children can consider the characteristics and actions of a false friend. - The children can empathise with a character's feeling in a story. - The children are able to suggest appropriate actions for a character who is in need.
	26	Feeling Safe (Grooming)	To understand the different reasons why a child may be groomed and who they can turn to for help.	- The children will understand why a child may be groomed. - The children will understand how someone may feel if they are being groomed. - The children will understand who they can turn to in their helping hand network. - The children will understand how ChildLine can support them.
	31	Making Safe Decisions (Discrimination)	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination. - Children will be aware of how discrimination may be portrayed.

How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	8	Making Safe Decisions	To revise the early warning/'Uh-Oh' signs and learn that as we grow older, we are given more responsibility to make decisions that affect our own safety and that of others.	- The children will be able to identify risky situations they might find themselves in and decisions that need to be made. - The children will be able to discuss safe choices and clarify their responsibilities for self and to others.
	17	Changes & Helping Hand Network	To think about the changes we experience in life and how some might feel positive or negative.	- The children will be able to recognise the changes they have experienced in their lives. - The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	26	Feeling Safe (Grooming)	To understand the different reasons why a child may be groomed and who they can turn to for help.	- The children will understand why a child may be groomed. - The children will understand how someone may feel if they are being groomed. - The children will understand who they can turn to in their helping hand network. - The children will understand how ChildLine can support them.
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	8	Making Safe Decisions	To revise the early warning/'Uh-Oh' signs and learn that as we grow older, we are given more responsibility to make decisions that affect our own safety and that of others.	- The children will be able to identify risky situations they might find themselves in and decisions that need to be made. - The children will be able to discuss safe choices and clarify their responsibilities for self and to others.
	17	Changes & Helping Hand Network	To think about the changes we experience in life and	The children will be able to recognise the changes they have experienced in their lives.

			how some might feel positive or negative.	- The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	18	When Someone Goes Away	To think about the feelings that people may have when someone dies or goes away.	- The children will be able to recognise that when someone goes away or dies, people can experience strong feelings and be aware of this in others. - The children will be able to understand that someone does not stop loving them if they go away. - The children will be able to find ways to remember people who they can no longer see.
	26	Feeling Safe (Grooming)	To understand the different reasons why a child may be groomed and who they can turn to for help.	- The children will understand why a child may be groomed. - The children will understand how someone may feel if they are being groomed. - The children will understand who they can turn to in their helping hand network. - The children will understand how ChildLine can support them.

Physical Health and Mental Wellbeing (Primary)

General Wellbeing

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	19	My Health	To examine and evaluate how we spend our time.	- The children will be able to understand the concept of free time/leisure time and that they have choices about how to spend this time. - The children will be able to identify ways of spending time that will benefit themselves and others. - The children will be able to find ways to manage time efficiently so that they are organised and have the time to do the things they have to and want to do.
The importance of promoting general wellbeing and physical health.	19	My Health	To examine and evaluate how we spend our time.	- The children will be able to understand the concept of free time/leisure time and that they have choices about how to spend this time. - The children will be able to identify ways of spending time that will benefit themselves and others. - The children will be able to find ways to manage time efficiently so that they are organised and have the time to do the things they have to and want to do.
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and do something to help us feel safer.	- The children will be able to understand that everyone feels worried from time to time! - The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.

	13	Feeling Safe & My 'Uh-Oh' Signs	To look at the reasons why conflicts arise and develop strategies for managing angry feelings.	- The children will be able to say why some people feel angry and what this could lead to. - The children will be able to identify non-violent ways of resolving disputes. - The children will be able to experience what feeling safe feels like and use this and other 'Protective Interruptions' to manage angry feelings.
	17	Changes & Helping Hand Network	To think about the changes we experience in life and how some might feel positive or negative.	- The children will be able to recognise the changes they have experienced in their lives. - The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	20	My Health	To understand how isolation and loneliness can affect children and that it is very important to discuss our feelings with an adult and seek support.	- The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do. - The children will learn how to respond sensitively to a friend and direct them to appropriate support.
	31	Making Safe Decisions	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination. - Children will be aware of how discrimination may be portrayed.
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things.	The children will be able to understand that everyone feels worried from time to time!

			To know that we can learn to listen to our worries and do something to help us feel safer.	- The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.
	13	Feeling Safe & My 'Uh-Oh' Signs	To look at the reasons why conflicts arise and develop strategies for managing angry feelings.	- The children will be able to say why some people feel angry and what this could lead to. - The children will be able to identify non-violent ways of resolving disputes. - The children will be able to experience what feeling safe feels like and use this and other 'Protective Interruptions' to manage angry feelings.
	17	Changes & Helping Hand Network	To think about the changes we experience in life and how some might feel positive or negative.	- The children will be able to recognise the changes they have experienced in their lives. - The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	20	My Health	To understand how isolation and loneliness can affect children and that it is very important to discuss our feelings with an adult and seek support.	- The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do. - The children will learn how to respond sensitively to a friend and direct them to appropriate support.
	31	Making Safe Decisions	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination. - Children will be aware of how discrimination may be portrayed.

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and do something to help us feel safer.	- The children will be able to understand that everyone feels worried from time to time! - The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.
	13	Feeling Safe & My 'Uh-Oh' Signs	To look at the reasons why conflicts arise and develop strategies for managing angry feelings.	- The children will be able to say why some people feel angry and what this could lead to. - The children will be able to identify non-violent ways of resolving disputes. - The children will be able to experience what feeling safe feels like and use this and other 'Protective Interruptions' to manage angry feelings.
	17	Changes & Helping Hand Network	To think about the changes we experience in life and how some might feel positive or negative.	- The children will be able to recognise the changes they have experienced in their lives. - The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	20	My Health	To understand how isolation and loneliness can affect children and that it is very important to discuss our feelings with an adult and seek support.	- The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do. - The children will learn how to respond sensitively to a friend and direct them to appropriate support.
	31	Making Safe Decisions	To explore discrimination.	- Children will be able to understand the meaning of discrimination. - Children will know different categories of discrimination.

				Children will be aware of how discrimination may be portrayed.
That isolation and loneliness can affect children, and the benefits of seeking support.	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and do something to help us feel safer.	- The children will be able to understand that everyone feels worried from time to time! - The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.
	17	Changes & Helping Hand Network	To think about the changes we experience in life and how some might feel positive or negative.	- The children will be able to recognise the changes they have experienced in their lives. - The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	20	My Health	To understand how isolation and loneliness can affect children and that it is very important to discuss our feelings with an adult and seek support.	- The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do. - The children will learn how to respond sensitively to a friend and direct them to appropriate support.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	9	Making Safe Decisions	To look at bullying from a variety of perspectives including the bully, the victim and the bystander.	- The children will be able to look at bullying from the perspective of the person who bullies. - The children will be able to understand that everyone has the capability to become a bully.
	10	Making Safe Decisions	To look at bullying from the perspective of the victim.	The children will be able to empathise with a victim of bullying.

				- The children will be able to look at the range of people who are bullied. - The children will be able to see that many of us could be bullied at some time in our lives.
	11	Making Safe Decisions	To look at the perspective of bullying from those that stand by and do nothing.	- The children will understand that everyone has a role in stopping bullying. - The children will be able to answer the question 'Whose responsibility is it to do something?'
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	17	Changes & Helping Hand Network	To think about the changes we experience in life and how some might feel positive or negative.	- The children will be able to recognise the changes they have experienced in their lives. - The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	18	When Someone Goes Away	To think about the feelings that people may have when someone dies or goes away.	- The children will be able to recognise that when someone goes away or dies, people can experience strong feelings and be aware of this in others. - The children will be able to understand that someone does not stop loving them if they go away. - The children will be able to find ways to remember people who they can no longer see.
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	12	Feeling Safe & My 'Uh-Oh' Signs	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and do something to help us feel safer.	- The children will be able to understand that everyone feels worried from time to time! - The children will be able to make the distinction between feeling worried and safe and feeling worried and unsafe. - The children will have practised converting negative statements into empowering statements.

	13	Feeling Safe & My 'Uh-Oh' Signs	To look at the reasons why conflicts arise and develop strategies for managing angry feelings.	- The children will be able to say why some people feel angry and what this could lead to. - The children will be able to identify non-violent ways of resolving disputes. - The children will be able to experience what feeling safe feels like and use this and other 'Protective Interruptions' to manage angry feelings.
	17	Changes & Helping Hand Network	To think about the changes we experience in life and how some might feel positive or negative.	- The children will be able to recognise the changes they have experienced in their lives. - The children will be able to recognise whether changes are positive or negative. - The children will be able to update their Helping Hand Safety Network.
	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	- The children will know that the main form of online abuse is cyberbullying. - The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health. - The children will know who to report concerns to with issues online.
That it is common to experience mental health problems, and early support can help.	20	My Health	To understand how isolation and loneliness can affect children and that it is very important to discuss our feelings with an adult and seek support.	- The children will be able to understand that everyone feels lonely at times and it is important to talk to a trusted adult if you do. - The children will learn how to respond sensitively to a friend and direct them to appropriate support.

Wellbeing Online

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	- The children will know that the main form of online abuse is cyberbullying. - The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health. - The children will know who to report concerns to with issues online.
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	- The children will know that the main form of online abuse is cyberbullying. - The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health. The children will know who to report concerns to with issues online.

Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	36			
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.				
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	- The children will know that the main form of online abuse is cyberbullying. - The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health. The children will know who to report concerns to with issues online.
How to understand the information they find online, including from search engines, and know how information is selected and targeted.				
That they have rights in relation to sharing personal data, privacy and consent.				
Where and how to report concerns and get support with issues online.	22	The Internet & Social Media	To understand that the Internet can sometimes be a negative place where online abuse takes place.	- The children will know that the main form of online abuse is cyberbullying. - The children will understand that trolling, bullying and harassment are all a form of cyberbullying. - The children will recognise that these things can impact negatively on mental health.

				The children will know who to report concerns to with issues online.
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Physical Health and Fitness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The characteristics and mental and physical benefits of an active lifestyle.				
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.				
The risks associated with an inactive lifestyle, including obesity.				
How and when to seek support including which adults to speak to in school if they are worried about their health.	21	My Health	To recognise the early signs of physical illness.	- The children will be able to recognise the signs of a mild physical illness. - The children will be able to understand the importance of spotting signs as early as possible. - The children will know that it is important, when needed, to get a nurse or doctor to check changes in health when we are concerned, but that doesn't always mean that it is anything to worry about.

Healthy Eating

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
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What constitutes a healthy diet (including understanding calories and other nutritional content).				
Understanding the importance of a healthy relationship with food.				
The principles of planning and preparing a range of healthy meals.				
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				

Drugs, Alcohol, Tobacco and Vaping

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				

Health Protection and Prevention

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	21	My Health	To recognise the early signs of physical illness.	The children will be able to recognise the signs of a mild physical illness.

				- The children will be able to understand the importance of spotting signs as early as possible. - The children will know that it is important, when needed, to get a nurse or doctor to check changes in health when we are concerned, but that doesn't always mean that it is anything to worry about.
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.				
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.				
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.				
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.				

Personal Safety

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				

Basic First Aid

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	30	The Emergency Services	To understand how to respond if we witness an accident.	- The children what to do if they witness an accident. - The children will understand what first aid is and how to treat a head injury. - The children will learn when and how to call the Emergency Services.
Concepts of basic first aid, for example dealing with common injuries, including head injuries.	30	The Emergency Services	To understand how to respond if we witness an accident.	- The children what to do if they witness an accident. - The children will understand what first aid is and how to treat a head injury. - The children will learn when and how to call the Emergency Services.

Changing Adolescent Body

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
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About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	28	Puberty & Changes	To recall key facts about puberty and the changing adolescent body, including physical and emotional changes.	• The children will be able to define what puberty is. • The children will know that hormones are responsible for the changes that most young people go through during puberty. • The children will be able to identify the physical and emotional changes that happen to girls and boys during puberty.
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	33	Making Safe Decisions (Consent)	To further develop an understanding of what is meant by the term consent. To understand what is meant by appropriate and inappropriate touch.	• The children can use the correct name for body parts and identify the parts of the body that are private. • The children can identify what is appropriate and inappropriate touch. • The children will understand that giving permission for one thing does not mean they have given permission for something else. • The children will recognise their Uh-Oh signs if contact makes them feel uncomfortable or unsafe and know to use their Safety Network for support.
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	29	Puberty & Changes	To understand what menstrual wellbeing is, including the key facts of the menstrual cycle.	• The children will be able to define what menstrual wellbeing is. • The children will be able to recall key facts about the menstrual cycle. • The children will be able to label parts of the female reproductive system.

Ages 10-11

Relationships Education (Primary)

Families and People Who Care For Me

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That families are important for children growing up safe and happy because they can provide love, security and stability.	5	My Friends & Family	To explore the values of love, honour and courage.	- The children will be able to define what love, honour and courage mean. - The children will be able to look at these from another perspective. - The children will be able to identify how loving someone can lead to conflicting feelings.
	27	My Friends & Family	To respect the differences found in different family units.	- The children will be able to define what a family unit is. - The children will be able to discuss the different types of family units that exist. - The children will know that different family units are characterised by love and care. - The children will be able to identify ways in which we can respect the differences found in family units.
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	5	My Friends & Family	To explore the values of love, honour and courage.	- The children will be able to define what love, honour and courage mean. - The children will be able to look at these from another perspective. The children will be able to identify how loving someone can lead to conflicting feelings.
	27	My Friends & Family	To respect the differences found in different family units.	- The children will be able to define what a family unit is. - The children will be able to discuss the different types of family units that exist.

				- The children will know that different family units are characterised by love and care. - The children will be able to identify ways in which we can respect the differences found in family units.
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	27	My Friends & Family	To respect the differences found in different family units.	- The children will be able to define what a family unit is. - The children will be able to discuss the different types of family units that exist. - The children will know that different family units are characterised by love and care. - The children will be able to identify ways in which we can respect the differences found in family units.
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	5	My Friends & Family	To explore the values of love, honour and courage.	- The children will be able to define what love, honour and courage mean. - The children will be able to look at these from another perspective. - The children will be able to identify how loving someone can lead to conflicting feelings.
	27	My Friends & Family	To respect the differences found in different family units.	- The children will be able to define what a family unit is. - The children will be able to discuss the different types of family units that exist. - The children will know that different family units are characterised by love and care. - The children will be able to identify ways in which we can respect the differences found in family units.
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	27	My Friends & Family	To respect the differences found in different family units.	- The children will be able to define what a family unit is. - The children will be able to discuss the different types of family units that exist.

				- The children will know that different family units are characterised by love and care. - The children will be able to identify ways in which we can respect the differences found in family units.
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	2	Rights & Responsibilities	To explore the right for every child to feel safe and to understand that rights come with responsibilities.	- The children will be able to understand the rights of every child. - The children will be able to know that with rights come responsibilities.
	9	My Health	To identify risk by looking at risks to the body caused by ourselves and also by others.	The children will be able to identify different types of risk that could harm them and describe this in terms of accidental, violent, neglectful or abusive.
	21	Secrets & Surprises	To look at the difference between safe and unsafe secrets.	The children will be able to identify when a secret feels safe or unsafe and know what they could do to feel safe again.
	27	My Friends & Family	To respect the differences found in different family units.	- The children will be able to define what a family unit is. - The children will be able to discuss the different types of family units that exist. - The children will know that different family units are characterised by love and care. - The children will be able to identify ways in which we can respect the differences found in family units.
	28	My Helping Hand Network	To update our safety networks and consider how they might alter when we start our new school.	- The children will acknowledge the different changes they are facing, now that they are getting a bit older. - The children will understand that as they become more independent, it is even more important to reach out when they need help or someone to talk to. - The children will review their networks and think about how they might change when they start their new school.

Caring Friendships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How important friendships are in making us feel happy and secure, and how people choose and make friends.	4	My Friends & Family	To explore what makes us similar and different and how this can influence the friendships we make.	- The children will be able to identify that having friends meets one of our basic needs. - The children will be able to understand that having older friends can be both positive and negative.
	5	My Friends & Family	To explore the values of love, honour and courage.	- The children will be able to define what love, honour and courage mean. - The children will be able to look at these from another perspective. - The children will be able to identify how loving someone can lead to conflicting feelings.
	21	Secrets & Surprises	To look at the difference between safe and unsafe secrets.	The children will be able to identify when a secret feels safe or unsafe and know what they could do to feel safe again.
	26	Making Safe Decisions	To challenge discrimination.	- The children will be able to give reasons why we should not discriminate against others. - The children will be able to suggest ways to challenge discrimination.
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	4	My Friends & Family	To explore what makes us similar and different and how this can influence the friendships we make.	- The children will be able to identify that having friends meets one of our basic needs. - The children will be able to understand that having older friends can be both positive and negative.
	26	Making Safe Decisions	To challenge discrimination.	- The children will be able to give reasons why we should not discriminate against others. - The children will be able to suggest ways to challenge discrimination.

That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.				
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	4	My Friends & Family	To explore what makes us similar and different and how this can influence the friendships we make.	- The children will be able to identify that having friends meets one of our basic needs. - The children will be able to understand that having older friends can be both positive and negative.
	5	My Friends & Family	To explore the values of love, honour and courage.	- The children will be able to define what love, honour and courage mean. - The children will be able to look at these from another perspective. - The children will be able to identify how loving someone can lead to conflicting feelings.
	26	Making Safe Decisions	To challenge discrimination.	- The children will be able to give reasons why we should not discriminate against others. - The children will be able to suggest ways to challenge discrimination.
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.				
How to manage conflict, and that resorting to violence is never right.	18	Law & Crime (Knife Crime)	To understand the term Knife Crime. To understand the role of the bystander. To understand that the responsibility to protect others from harm may come	- The children will understand the term knife crime and understand the legal implications of carrying a knife. - The children will understand that this could potentially happen in any community and involve a mixture of people and ages – there is no stereotypical person(s) involved. - The children will understand how to help and give advice to a friend.

			before being seen to be a good friend. To understand the legal implications of carrying a knife. To understand that carrying a knife is not a good strategy for staying safe; it increases the chances of being involved in a violent incident and the chances are that if the knife is drawn it will be used against the person carrying it.	
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	4	My Friends & Family	To explore what makes us similar and different and how this can influence the friendships we make.	- The children will be able to identify that having friends meets one of our basic needs. - The children will be able to understand that having older friends can be both positive and negative.
	21	Secrets & Surprises	To look at the difference between safe and unsafe secrets.	The children will be able to identify when a secret feels safe or unsafe and know what they could do to feel safe again.
	23	Making Safe Decisions	To learn how to assess risks in our lives.	- The children will be able to assess risk. - The children will be able to understand the effects and consequences of situations or circumstances that they may find themselves in.
	25	Law & Crime (County Lines)	To understand the business model behind county lines and the impact that it has on the individuals involved.	- The children will understand that County Lines is a business model. - The children will understand the reality of what County Lines is. - The children will think critically about choices and how they can support friends.

Respectful, Kind Relationships

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.				
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	6	Feeling Safe & My 'Uh-Oh' Signs	To understand what safe can feel like and how a person's feelings may lead them to behave in unsafe ways.	- The children will understand that they are responsible for themselves and have responsibilities to other people. - The children will be able to describe what feeling safe feels like. - The children will identify people who can help them to feel and stay safe as well as times when it can feel fun to feel scared.
	9	My Health	To identify risk by looking at risks to the body caused by ourselves and also by others.	The children will be able to identify different types of risk that could harm them and describe this in terms of accidental, violent, neglectful or abusive.
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	21	Secrets & Surprises	To look at the difference between safe and unsafe secrets.	The children will be able to identify when a secret feels safe or unsafe and know what they could do to feel safe again.
	23	Making Safe Decisions	To learn how to assess risks in our lives.	- The children will be able to assess risk. - The children will be able to understand the effects and consequences of situations or circumstances that they may find themselves in.
	25	Law & Crime (County Lines)	To understand the business model behind county lines and the impact that it has on the individuals involved.	- The children will understand that County Lines is a business model. - The children will understand the reality of what County Lines is.

				The children will think critically about choices and how they can support friends.
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.				
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	1	About Me & Why I Am Special	To look at what makes us different and therefore special.	- The children will be able to understand that differences mean we are special. - The children will be able to understand why we are all different and why it is important always to be the best we can be rather than better than others.
	3	Faith & Religion	To look at the similarities and difference between religions.	- The children will be able to describe some of the similarities and differences between religions. - The children will be able to understand the consequences of stereotyping.
	6	Feeling Safe & My 'Uh-Oh' Signs	To understand what safe can feel like and how a person's feelings may lead them to behave in unsafe ways.	- The children will understand that they are responsible for themselves and have responsibilities to other people. - The children will be able to describe what feeling safe feels like. - The children will identify people who can help them to feel and stay safe as well as times when it can feel fun to feel scared.
	26	Making Safe Decisions	To challenge discrimination.	- The children will be able to give reasons why we should not discriminate against others. - The children will be able to suggest ways to challenge discrimination.
	33	Law & Crime	To understand that similarities and differences are both visible and invisible. To understand where our beliefs and values come from and how they can be	- The children will understand that similarities and differences can be both visible and invisible. - The children will understand the following terms: belief, values, opinion, influence, attitude, morals, myth.

			influenced by opinions and attitudes of others.	
	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	1	About Me & Why I Am Special	To look at what makes us different and therefore special.	- The children will be able to understand that differences mean we are special. - The children will be able to understand why we are all different and why it is important always to be the best we can be rather than better than others.
	26	Making Safe Decisions	To challenge discrimination.	- The children will be able to give reasons why we should not discriminate against others. - The children will be able to suggest ways to challenge discrimination.
	27	My Friends & Family	To respect the differences found in different family units.	- The children will be able to define what a family unit is. - The children will be able to discuss the different types of family units that exist. - The children will know that different family units are characterised by love and care. - The children will be able to identify ways in which we can respect the differences found in family units.

	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
The conventions of courtesy and manners.	1	About Me & Why I Am Special	To look at what makes us different and therefore special.	- The children will be able to understand that differences mean we are special. - The children will be able to understand why we are all different and why it is important always to be the best we can be rather than better than others.
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	2	Rights & Responsibilities	To explore the right for every child to feel safe and to understand that rights come with responsibilities.	- The children will be able to understand the rights of every child. - The children will be able to know that with rights come responsibilities.
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	33	Law & Crime	To understand that similarities and differences are both visible and invisible. To understand where our beliefs and values come from and how they can be influenced by opinions and attitudes of others.	- The children will understand that similarities and differences can be both visible and invisible. - The children will understand the following terms: belief, values, opinion, influence, attitude, morals, myth.
	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities.	The children will understand what a hate crime is and the way that it can affect individuals and communities.

			To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	3	Faith and Religion	To look at the similarities and difference between religions.	- The children will be able to describe some of the similarities and differences between religions. - The children will be able to understand the consequences of stereotyping.
	26	Making Safe Decisions	To challenge discrimination.	- The children will be able to give reasons why we should not discriminate against others. - The children will be able to suggest ways to challenge discrimination.
	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.

How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	2	Rights and Responsibilities	To explore the right for every child to feel safe and to understand that rights come with responsibilities.	- The children will be able to understand the rights of every child. - The children will be able to know that with rights come responsibilities.
	7	Feeling Safe & My Uh-Oh Signs	To be able to reflect on the early warning/ 'Uh-Oh' signs and understand that these are the physical changes in the body that tell us that we may be in danger or unsafe. To recognise our conscience or 'inner voice'.	- The children will be able to describe some of the early warning / 'Uh-Oh' signs people feel when they don't feel safe. - The children will understand some of the effects and consequences of not listening to these and their 'inner voice'.
	14	Law & Crime	To learn about the work of Crimestoppers and how to contact them.	- The children will be able to describe what Crimestoppers is. - The children will know how to contact Crimestoppers and know the reasons for doing so.
	17	Feeling Safe & My 'Uh-Oh' Signs	To understand how to keep safe within our community.	- The children will be able to identify how to keep safe in the community. - The children will be able to explain why they need to tell someone on their network where they are going.
	18	Knife Crime	To understand the term Knife Crime. To understand the role of the bystander. To understand that the responsibility to protect others from harm may come	- The children will understand the term knife crime and understand the legal implications of carrying a knife. - The children will understand that this could potentially happen in any community and involve a mixture of people and ages – there is no stereotypical person(s) involved. - The children will understand how to help and give advice to a friend.

			before being seen to be a good friend. To understand the legal implications of carrying a knife. To understand that carrying a knife is not a good strategy for staying safe; it increases the chances of being involved in a violent incident and the chances are that if the knife is drawn it will be used against the person carrying it.	
	27	My Friends & Family	To respect the differences found in different family units.	• The children will be able to define what a family unit is. • The children will be able to discuss the different types of family units that exist. • The children will know that different family units are characterised by love and care. • The children will be able to identify ways in which we can respect the differences found in family units.
	28	My Helping Hand Network	To update our safety networks and consider how they might alter when we start our new school.	• The children will acknowledge the different changes they are facing, now that they are getting a bit older. • The children will understand that as they become more independent, it is even more important to reach out when they need help or someone to talk to. • The children will review their networks and think about how they might change when they start their new school.

Online Safety and Awareness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	33	Law & Crime	To understand that similarities and differences are both visible and invisible. To understand where our beliefs and values come from and how they can be influenced by opinions and attitudes of others.	- The children will understand that similarities and differences can be both visible and invisible. - The children will understand the following terms: belief, values, opinion, influence, attitude, morals, myth.
	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.

How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	22	The Internet & Social Media	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.	- The children will understand the importance of scrutinising information online and not taking for granted that it is truthful. - The children will be aware of some of the reasons why information online can be fictitious or misleading. - The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it. - The children will know the importance of being careful when consuming and forwarding on content online.
	32	The Internet & Social Media	To critically consider their online friendships including awareness of the risks associated with people they have never met. To critically consider sources of information.	- The children can recognise differences between an online friendship and a friendship with a person that they have met offline. - The children are aware of reasons why an online friendship presents additional risk. - The children can recognise the importance of carefully considering where information has come from before believing it or deciding to share the information.

The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	22	The Internet & Social Media	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.	- The children will understand the importance of scrutinising information online and not taking for granted that it is truthful. - The children will be aware of some of the reasons why information online can be fictitious or misleading. - The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it. - The children will know the importance of being careful when consuming and forwarding on content online.
	32	The Internet & Social Media	To critically consider their online friendships including awareness of the risks associated with people they have never met. To critically consider sources of information.	- The children can recognise differences between an online friendship and a friendship with a person that they have met offline. - The children are aware of reasons why an online friendship presents additional risk. - The children can recognise the importance of carefully considering where information has come from before believing it or deciding to share the information.
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	22	The Internet & Social Media	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.	- The children will understand the importance of scrutinising information online and not taking for granted that it is truthful. - The children will be aware of some of the reasons why information online can be fictitious or misleading. - The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it. The children will know the importance of being careful when consuming and forwarding on content online.

	32	The Internet & Social Media	To critically consider their online friendships including awareness of the risks associated with people they have never met. To critically consider sources of information.	- The children can recognise differences between an online friendship and a friendship with a person that they have met offline. - The children are aware of reasons why an online friendship presents additional risk. The children can recognise the importance of carefully considering where information has come from before believing it or deciding to share the information.
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	22	The Internet & Social Media	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.	- The children will understand the importance of scrutinising information online and not taking for granted that it is truthful. - The children will be aware of some of the reasons why information online can be fictitious or misleading. - The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it. The children will know the importance of being careful when consuming and forwarding on content online.

Being Safe

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	6	Feeling Safe & My 'Uh-Oh' Signs	To understand what safe can feel like and how a person's feelings may lead them to behave in unsafe ways.	- The children will understand that they are responsible for themselves and have responsibilities to other people. - The children will be able to describe what feeling safe feels like. - The children will identify people who can help them to feel and stay safe as well as times when it can feel fun to feel scared.
	9	My Health	To identify risk by looking at risks to the body caused by ourselves and also by others.	The children will be able to identify different types of risk that could harm them and describe this in terms of accidental, violent, neglectful or abusive.
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	21	Secrets & Surprises	To look at the difference between safe and unsafe secrets.	The children will be able to identify when a secret feels safe or unsafe and know what they could do to feel safe again.
	23	Making Safe Decisions	To learn how to assess risks in our lives.	- The children will be able to assess risk. - The children will be able to understand the effects and consequences of situations or circumstances that they may find themselves in.
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	2	Rights & Responsibilities	To explore the right for every child to feel safe and to understand that rights come with responsibilities.	- The children will be able to understand the rights of every child. - The children will be able to know that with rights come responsibilities.
	9	My Health	To identify risk by looking at risks to the body caused by ourselves and also by others.	The children will be able to identify different types of risk that could harm them and describe this in terms of accidental, violent, neglectful or abusive.

How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	7	Feeling Safe & My 'Uh-Oh' Signs	To be able to reflect on the early warning/ 'Uh-Oh' signs and understand that these are the physical changes in the body that tell us that we may be in danger or unsafe. To recognise our conscience or 'inner voice'.	- The children will be able to describe some of the early warning/'Uh-Oh' signs people feel when they don't feel safe. - The children will understand some of the effects and consequences of not listening to these and their 'inner voice'.
	17	Feeling Safe & My 'Uh-Oh' Signs	To understand how to keep safe within our community.	- The children will be able to identify how to keep safe in the community. - The children will be able to explain why they need to tell someone on their network where they are going.
	23	Making Safe Decisions	To learn how to assess risks in our lives.	- The children will be able to assess risk. - The children will be able to understand the effects and consequences of situations or circumstances that they may find themselves in.
	32	The Internet and Social Media	To critically consider their online friendships including awareness of the risks associated with people they have never met. To critically consider sources of information.	- The children can recognise differences between an online friendship and a friendship with a person that they have met offline. - The children are aware of reasons why an online friendship presents additional risk. - The children can recognise the importance of carefully considering where information has come from before believing it or deciding to share the information.

How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	4	My Friends & Family	To explore what makes us similar and different and how this can influence the friendships we make.	- The children will be able to identify that having friends meets one of our basic needs. - The children will be able to understand that having older friends can be both positive and negative.
	21	Secrets & Surprises	To look at the difference between safe and unsafe secrets.	The children will be able to identify when a secret feels safe or unsafe and know what they could do to feel safe again.
	23	Making Safe Decisions	To learn how to assess risks in our lives.	- The children will be able to assess risk. - The children will be able to understand the effects and consequences of situations or circumstances that they may find themselves in.
	25	Law & Crime	To understand the business model behind county lines and the impact that it has on the individuals involved.	- The children will understand that County Lines is a business model. - The children will understand the reality of what County Lines is. - The children will think critically about choices and how they can support friends.
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	7	Feeling Safe & My 'Uh-Oh' Signs	To be able to reflect on the early warning/ 'Uh-Oh' signs and understand that these are the physical changes in the body that tell us that we may be in danger or unsafe. To recognise our conscience or 'inner voice'.	- The children will be able to describe some of the early warning/ 'Uh-Oh' signs people feel when they don't feel safe. - The children will understand some of the effects and consequences of not listening to these and their 'inner voice'.
	21	Secrets & Surprises	To look at the difference between safe and unsafe secrets.	The children will be able to identify when a secret feels safe or unsafe and know what they could do to feel safe again.

	23	Making Safe Decisions	To learn how to assess risks in our lives.	- The children will be able to assess risk. - The children will be able to understand the effects and consequences of situations or circumstances that they may find themselves in.
	28	My Helping Hand Network	To update our safety networks and consider how they might alter when we start our new school.	- The children will acknowledge the different changes they are facing, now that they are getting a bit older. - The children will understand that as they become more independent, it is even more important to reach out when they need help or someone to talk to. - The children will review their networks and think about how they might change when they start their new school.
	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	2	Rights & Responsibilities	To explore the right for every child to feel safe and to understand that rights come with responsibilities.	- The children will be able to understand the rights of every child. - The children will be able to know that with rights come responsibilities.

	7	Feeling Safe & My 'Uh-Oh' Signs	To be able to reflect on the early warning/ 'Uh-Oh' signs and understand that these are the physical changes in the body that tell us that we may be in danger or unsafe. To recognise our conscience or 'inner voice'.	- The children will be able to describe some of the early warning/'Uh-Oh' signs people feel when they don't feel safe. - The children will understand some of the effects and consequences of not listening to these and their 'inner voice'.
	14	Law & Crime	To learn about the work of Crimestoppers and how to contact them.	- The children will be able to describe what Crimestoppers is. - The children will know how to contact Crimestoppers and know the reasons for doing so.
	17	Feeling Safe & My 'Uh-Oh' Signs	To understand how to keep safe within our community.	- The children will be able to identify how to keep safe in the community. - The children will be able to explain why they need to tell someone on their network where they are going.
	27	My Friends & Family	To respect the differences found in different family units.	- The children will be able to define what a family unit is. - The children will be able to discuss the different types of family units that exist. - The children will know that different family units are characterised by love and care. - The children will be able to identify ways in which we can respect the differences found in family units.
	28	My Helping Hand Network	To update our safety networks and consider how they might alter when we start our new school.	- The children will acknowledge the different changes they are facing, now that they are getting a bit older. - The children will understand that as they become more independent, it is even more important to reach out when they need help or someone to talk to.

				• The children will review their networks and think about how they might change when they start their new school.
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Physical Health and Mental Wellbeing (Primary)

General Wellbeing

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries with someone, as early support can really help.
The importance of promoting general wellbeing and physical health.	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries with someone, as early support can really help.
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries with someone, as early support can really help.
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries with someone, as early support can really help.
	33	Law & Crime	To understand that similarities and differences are both visible and invisible.	The children will understand that similarities and differences can be both visible and invisible.

			To understand where our beliefs and values come from and how they can be influenced by opinions and attitudes of others.	The children will understand the following terms: belief, values, opinion, influence, attitude, morals, myth.
	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries with someone, as early support can really help.
	33	Law & Crime	To understand that similarities and differences are both visible and invisible. To understand where our beliefs and values come from and how they can be influenced by opinions and attitudes of others.	- The children will understand that similarities and differences can be both visible and invisible. - The children will understand the following terms: belief, values, opinion, influence, attitude, morals, myth.

	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
That isolation and loneliness can affect children, and the benefits of seeking support.	26	Making Safe Decisions	To challenge discrimination.	- The children will be able to give reasons why we should not discriminate against others. - The children will be able to suggest ways to challenge discrimination.
	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries with someone, as early support can really help.
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	33	Law & Crime	To understand that similarities and differences are both visible and invisible. To understand where our beliefs and values come from and how they can be influenced by opinions and attitudes of others.	- The children will understand that similarities and differences can be both visible and invisible. - The children will understand the following terms: belief, values, opinion, influence, attitude, morals, myth.
	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities.	The children will understand what a hate crime is and the way that it can affect individuals and communities.

			To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.				
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	28	My Helping Hand Network	To update our safety networks and consider how they might alter when we start our new school.	- The children will acknowledge the different changes they are facing, now that they are getting a bit older. - The children will understand that as they become more independent, it is even more important to reach out when they need help or someone to talk to. - The children will review their networks and think about how they might change when they start their new school.
	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries with someone, as early support can really help.
That it is common to experience mental health problems, and early support can help.	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries

				with someone, as early support can really help.
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Wellbeing Online

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.				
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	35	The Internet & Social Media	To understand how online relationships can support face-to-face relationships but should not be a substitute.	- The children will know some of the ways that online communication can support relationships. - The children will be able to explain some of the risks with online relationships. - The children will be able to compare online and face-to-face relationships.
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	33	Law & Crime	To understand that similarities and differences are both visible and invisible. To understand where our beliefs and values come from and how they can be influenced by opinions and attitudes of others.	- The children will understand that similarities and differences can be both visible and invisible. - The children will understand the following terms: belief, values, opinion, influence, attitude, morals, myth.

	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.				
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	22	The Internet & Social Media	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.	- The children will understand the importance of scrutinising information online and not taking for granted that it is truthful. - The children will be aware of some of the reasons why information online can be fictitious or misleading. - The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it. - The children will know the importance of being careful when consuming and forwarding on content online.

	32	The Internet & Social Media	To critically consider their online friendships including awareness of the risks associated with people they have never met. To critically consider sources of information.	- The children can recognise differences between an online friendship and a friendship with a person that they have met offline. - The children are aware of reasons why an online friendship presents additional risk. - The children can recognise the importance of carefully considering where information has come from before believing it or deciding to share the information.
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities. To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand what a hate crime is and the way that it can affect individuals and communities. - The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
How to understand the information they find online, including from search engines, and know how information is selected and targeted.	22	The Internet & Social Media	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.	- The children will understand the importance of scrutinising information online and not taking for granted that it is truthful. - The children will be aware of some of the reasons why information online can be fictitious or misleading. - The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it.

				The children will know the importance of being careful when consuming and forwarding on content online.
	32	The Internet & Social Media	To critically consider their online friendships including awareness of the risks associated with people they have never met. To critically consider sources of information.	- The children can recognise differences between an online friendship and a friendship with a person that they have met offline. - The children are aware of reasons why an online friendship presents additional risk. - The children can recognise the importance of carefully considering where information has come from before believing it or deciding to share the information.
That they have rights in relation to sharing personal data, privacy and consent.				
Where and how to report concerns and get support with issues online.	22	The Internet & Social Media	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.	- The children will understand the importance of scrutinising information online and not taking for granted that it is truthful. - The children will be aware of some of the reasons why information online can be fictitious or misleading. - The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it. - The children will know the importance of being careful when consuming and forwarding on content online.
	34	Law & Crime	To understand the term 'Hate Crime' and how it can affect individuals and communities.	The children will understand what a hate crime is and the way that it can affect individuals and communities.

			To understand how to report hate crime. To understand that everyone has a part to play in challenging hatred.	- The children will understand how someone can report hate crime and the importance of doing this. - The children will understand that everyone has a part to play in challenging hatred and creating positive messages that can be shared. Doing nothing is a choice. "It's not what we do but what we also choose not to do for which we are accountable." Moliere.
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Physical Health and Fitness

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The characteristics and mental and physical benefits of an active lifestyle.				
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.				
The risks associated with an inactive lifestyle, including obesity.				
How and when to seek support including which adults to speak to in school if they are worried about their health.	28	My Helping Hand Network	To update our safety networks and consider how they might alter when we start our new school.	- The children will acknowledge the different changes they are facing, now that they are getting a bit older. - The children will understand that as they become more independent, it is even more important to reach out when they need help or someone to talk to. - The children will review their networks and think about how they might change when they start their new school.

	29	My Health	To understand the importance of looking after our mental health.	- The children will be able to understand that we need to look after our mental health. - The children will be able to understand that it is important to share their worries with someone, as early support can really help.
	30	My Health	To understand the facts and science relating to allergies, immunisation and vaccination.	- Children will be able to understand that an allergy is a response by the body's immune system to a particular food or substance. - Children will be able to understand that a vaccination protects people against harmful diseases before they encounter them naturally.

Healthy Eating

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
What constitutes a healthy diet (including understanding calories and other nutritional content).	8	My Health	To raise awareness of the benefits of healthy eating and identify food groups.	- The children will be able to identify a range of foods that help maintain health. - The children will understand what different foods do to our bodies.
Understanding the importance of a healthy relationship with food.	8	My Health	To raise awareness of the benefits of healthy eating and identify food groups.	- The children will be able to identify a range of foods that help maintain health. - The children will understand what different foods do to our bodies.
The principles of planning and preparing a range of healthy meals.	8	My Health	To raise awareness of the benefits of healthy eating and identify food groups.	- The children will be able to identify a range of foods that help maintain health. - The children will understand what different foods do to our bodies.
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	12	Drugs, Alcohol and Smoking	To assess the risks involved with alcohol and how information can affect attitude and therefore behaviour.	The children will be able to describe what alcohol does to our bodies and therefore our feelings, thoughts and behaviour.

Drugs, Alcohol, Tobacco and Vaping

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	10	Drugs, Alcohol & Smoking	To gain a basic understanding of drugs and the reasons why some people use them.	- The children will be able to know the consequences of taking drugs in terms of short and long term use. - The children will be able to have an understanding of the effects of taking illegal drugs.
	12	Drugs, Alcohol & Smoking	To assess the risks involved with alcohol and how information can affect attitude and therefore behaviour.	The children will be able to describe what alcohol does to our bodies and therefore our feelings, thoughts and behaviour.
	13	Drugs, Alcohol & Smoking	To understand why some people smoke and the risks to their body from smoking.	- Children will be able to identify reasons why some people choose to smoke. - Children will be able to describe what the effects and consequences of smoking could be.

Health Protection and Prevention

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.				

About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.				
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.				
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	30	My Health	To understand the facts and science relating to allergies, immunisation and vaccination.	- Children will be able to understand that an allergy is a response by the body's immune system to a particular food or substance. - Children will be able to understand that a vaccination protects people against harmful diseases before they encounter them naturally.

Personal Protection

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	11	Risks in my Home	To look at keeping safe with aerosols by understanding why they must be stored correctly and used only as intended.	Children will be able to know how to use aerosols safely and keep themselves safe.
	15	Risks in my Home	To learn about the importance of smoke detectors and having a safe escape plan for your home.	- The children will understand the importance of having smoke alarms in the home, and how they will alert them to a fire. - The children will understand the importance of having a Fire Escape Plan, which has been discussed with every member of their family.
	16	The Emergency Services	To learn about the dangers of arson and how to report a fire to the emergency services.	The children will understand the dangers, effects and consequences of deliberately starting fires.

				The children will understand how to dial 999 in the event of them discovering a fire.
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	19	Safety on the Roads & Streets	To look at dangers on the roads and to identify ways of making journeys safer.	- The children will be able to describe how to keep safe whilst travelling on the roads. - The children will be able to identify unsafe situations and possible solutions to feel and be safe.

Basic First Aid

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	16	The Emergency Services	To learn about the dangers of arson and how to report a fire to the emergency services.	- The children will understand the dangers, effects and consequences of deliberately starting fires. - The children will understand how to dial 999 in the event of them discovering a fire.
Concepts of basic first aid, for example dealing with common injuries, including head injuries.				

Changing Adolescent Body

Pupils should know:	Session no.	Theme	Session Aim	Success Criteria
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.				
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express				

their own boundaries around these body parts.				
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				