|  | | **KS1 KS2** | | | | | |
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|  | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Health and well-being** *(healthy lifestyles, mental health, ourselves, growing and changing and Keeping safe)* | | * What keeping healthy means; different ways to keep healthy. * Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. * Different feelings that humans can experience. * How to recognise and name different feelings. * How feelings can affect people’s bodies and how they behave. * Recognise what others might be feeling. * Recognise that not everyone feels the same at the same time, or feels the same about the same things. * Ways of sharing feelings; a range of words to describe feelings. * Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. * How to manage when finding things difficult. * Rules and age restrictions that keep us safe. * Recognise risk in simple everyday situations and what action to take to minimise harm. * Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. * How to get help in an emergency (how to dial 999 and what to say). | | * How to make informed decisions about health​. * The elements of a balanced, healthy lifestyle. * Choices that support a healthy lifestyle, recognising what might influence these. * Recognising that habits can have positive and negative effects on a lifestyle. * Benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. * How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. * Mental health, just like physical health, is part of daily life; the importance of taking care of mental health. * Recognise that feelings can change over time and range in intensity. * Have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. * Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. * Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. * Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult . * How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. * Learning about the new opportunities and responsibilities that increasing independence may bring. * Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. * How to predict, assess and manage risk in different situations. * The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. * How to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and what to say. | | | |
| * **Relationships** *(Friendships, Families and close relatives, Managing hurtful behaviour and bullying and Respecting self and others)* | | * It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. * How people make friends and what makes a good friendship. * How to recognise when they or someone else feels lonely and what to do. * Simple strategies to resolve arguments between friends positively. * How to ask for help if a friendship is making them feel unhappy. * Bodies and feelings can be hurt by words and actions; that people can say hurtful things online. * How people may feel if they experience hurtful behaviour or bullying. * That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. * Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. * Sometimes people may behave differently online, including by pretending to be someone they are not. * How to respond safely to adults they don’t know. * How to respond if physical contact makes them feel uncomfortable or unsafe. * Knowing there are situations when they should ask for permission and when their permission should be sought. * The importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually). * Basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe. * What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. * Know what kind and unkind behaviour is, and how this can affect others. * How to treat themselves and others with respect; how to be polite and courteous. * Recognise the ways in which they are the same and different to others. * How to listen to other people and play and work cooperatively. * How to talk about and share their opinions on things that matter to them. | | * The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. * What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. * Recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. * The importance of seeking support if feeling lonely or excluded. * Healthy friendships make people feel included; recognise when others * may feel lonely or excluded; strategies for how to include them. * Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. * How friendships can change over time, about making new friends and the benefits of having different types of friends. * That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. * Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. * Recognise the impact of bullying, including offline and online, and the consequences of hurtful behaviour. * Know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. * Understand discrimination: what it means and how to challenge it. * Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); * Know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. * How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. * Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. * Know about seeking and giving permission (consent) in different situations. * Know above keeping something confidential or secret, when this should (e.g. A birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. * Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. * Know where to get advice and report concerns if worried about their own or someone else’s personal safety (including online). * Know that personal behaviour can affect other people; to recognise and model respectful behaviour online. * Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. * Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. * Know how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with. | | | |
| **Living in the wider world**  *(Shared responsibilities, Media literacy and digital resilience, Economic well-being and Communities )* | | * What rules are, why they are needed, and why different rules are needed for different situations. * How the internet and digital devices can be used safely to find things out and to communicate with others. * The role of the internet in everyday life. * Not all information seen online is true. * Everyone has different strengths. * Some of the strengths and interests someone might need to do different jobs, including online. | | * Recognise reasons for rules and laws; consequences of not adhering to rules and laws. * Recognise there are human rights, that are there to protect everyone. * Understand the relationship between rights and responsibilities. * Recognise the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. * Know the different groups that make up their community; what living in a community means. * Value the different contributions that people and groups make to the community. * Learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities . * Understand stereotypes: how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. * Understand prejudice: how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. * Recognise ways in which the internet and social media can be used both positively and negatively. * Learn to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. * Recognise the different ways information and data is shared and used online, including for commercial purposes. * Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. * Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. * Understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. | | | |